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ABSTRACT

This comprehensive reference document incorporates the 1997 Master Plan Policies updated and amended with policies adopted by the Illinois Board of Higher Education since the 1997 edition. As a compilation, it includes relevant sections of the comprehensive master plans of the 1960s and 1970s and issue-related policies developed in the 1980s and early 1990s, as well as policies developed between 1997 and 2003. Chapter 1, "Illinois Board of Higher Education Roles and Responsibilities," focuses on overview, Illinois higher education, coordination, approval and review of public institutions' programs, budget recommendations, grant administration, authorization of independent institutions, and information systems. Chapter 2, "The Illinois Commitment Partnerships, Opportunities, and Excellence," presents goals for Illinois higher education, focusing on economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. An appendix offers lists of master plans and policy statements of the Illinois Board of Higher Education. (SM)

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2003 COMPILATION OF MASTER PLAN POLICIES FOR ILLINOIS HIGHER EDUCATION

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2003 COMPILATION OF MASTER PLAN POLICIES FOR ILLINOIS HIGHER EDUCATION

FORWARD

The *2003 Compilation of Master Plan Policies for Illinois Higher Education* is a comprehensive reference document that incorporates the 1997 *Master Plan Policies* updated and amended with policies adopted by the Illinois Board of Higher Education since the 1997 edition. As a compilation, it includes relevant sections of the comprehensive master plans of the 1960s and 1970s and issue-related policies developed in the 1980s and early 1990s, as well as policies developed between 1997 and 2003.

This compilation began with the organization of 1997 *Master Plan Policies* into two Chapters. Recent policies were then added to appropriate chapters and sections. Chapter 1 includes policies related to the roles and responsibilities of the Illinois Board of Higher Education with an introduction and overview, description of Illinois higher education, and sections on coordination, academic program approval and review; budget development, grant administration, authorization of independent institutions, and information systems. *The Illinois Commitment* provides the structure for Chapter 2. Policies are presented in six major sections—economic growth, teaching and learning, affordability, access and diversity, expectations and quality, and accountability and productivity.

With the expectation that the *2003 Compilation of Master Plan Policies for Illinois Higher Education* will be made available on the Internet, references are summarized at the end of each major section. At the end of each subsection sources, related documents, reporting requirements, and external appendices are identified. In some cases, excerpts from source policy papers were needed to convey the purpose of a resolution adopted by the Board and these excerpts are in *Italics* and underlined. Editorial notes, summaries, and transitions are marked by ⌦ and ⌫. Labels have been inserted to help navigate through long policy statements.

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CHAPTER 1
ILLINOIS BOARD OF HIGHER EDUCATION
ROLES AND RESPONSIBILITIES

I. INTRODUCTION AND OVERVIEW

A. STATUTORY RESPONSIBILITIES

☞ The Illinois Board of Higher Education was established in 1961 to coordinate the state's diverse system of higher education including public universities, community colleges, and independent colleges and universities. The Board addresses the interests of Illinois citizens, serves the Governor and General Assembly, and advances the interests of colleges and universities and sectors. The Board advises the Governor about higher education matters and may recommend to the General Assembly the enactment of such legislation needed to insure the quality of higher education. According to the Board of Higher Education Act (110 ILCS 205 1-15), the Board has the following major responsibilities:

- ***Planning and Policy Development.*** To engage in a continuing analysis of the aims, needs, and requirements of Illinois higher education and, accordingly, to develop amendments and modifications to its master plan;

- ***Academic Program Approval and Review.*** To review all proposals by public university governing boards and the Illinois Community College Board for new units of instruction, research, or public service and to approve or disapprove these proposals; and to review periodically all existing units of instruction, research, or public service as to their continued educational and economic justification;

- ***Budget Recommendations.*** To recommend annually to the Governor and the General Assembly the budgetary needs of colleges and universities for operations and grants and for capital improvements;

- ***Grant Administration.*** To administer designated state and federal higher education grant programs, such as the state Higher Education Cooperation Act, the Health Services Education Grants Act, the Financial Assistance Act for Nonpublic Institutions of Higher Learning, Engineering Equipment Grants program, the Cooperative Work Study Act, the State Matching Grant Program, and the federal No Child Left Behind Program;

- ***Authorization of Independent Institutions and Programs.*** To approve or disapprove operating authority and degree-granting authority for independent colleges and universities operating in Illinois, to review institutions and programs periodically, and to revoke authorizations when necessary as specified in the *Illinois Compiled Statutes*; and

- ***Information Systems.*** To design and establish a State university and college information system to provide comprehensive, meaningful, and timely information pertinent to the formulation of decisions and recommendations by the Board.

To fulfill these responsibilities, the Illinois Board of Higher Education coordinates efforts with colleges and universities, the Illinois Community College Board, and the Illinois Student Assistance Commission. The Board works with the Illinois State Board of Education to address issues of mutual interest to elementary and secondary schools and higher education. As a coordinating board, the Illinois Board of Higher Education does not oversee the day-to-day operations and personnel decisions of colleges and universities. This role is reserved by statute for boards of trustees of university systems, individual universities and colleges.

B. Board Membership and Advisory Committees

According to statute, the membership of the Illinois Board of Higher Education consist of 15 members: 10 members appointed by the Governor, by and with the advice and consent of the Senate; one member of a public university governing board, appointed by the Governor; one member of an independent college or university board of trustees, appointed by the Governor; the chairman of the Illinois Community College Board; the chairman of the Illinois Student Assistance Commission; and a student member elected by the recognized advisory committee of students to the Illinois Board of Higher Education. The Governor shall designate the Chairman of the Board to serve until a successor is designated.

The Illinois Board of Higher Education shall annually appoint the following advisory committees: Faculty Advisory Committee, Student Advisory Committee, Independent College and University Advisory Committee, and Proprietary Schools Advisory Committee. (July 1964)

Policy Source
A Master Plan for Higher Education (July 1964)

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C. History of Higher Education Master Planning

The Illinois Board of Higher Education has the responsibility to engage in a continuing analysis of the aims, needs, and requirements of Illinois higher education and, accordingly, to develop amendments and modifications to its master plan.

The Illinois Board of Higher Education's early planning and policy development initiatives were in the form of "master plans," broad ranging plans that addressed multiple policy areas. Master plans were adopted in 1964, 1966, 1971, and 1976 and each contributed to the organization and structure of Illinois higher education and provided guidance for the Board in carrying out its other responsibilities.

- ***A Master Plan for Higher Education in Illinois***, adopted in July 1964, set the stage for the state's higher education "system of systems" coordination and governance structure. It called for establishment of a statewide system of public community colleges.

- ***Master Plan--Phase II: Extending Educational Opportunity***, adopted in December 1966, called for the reorganization of public university governance with the creation of the Regency system. Two new public universities--Sangamon State University (now the University of Illinois at Springfield) and Governors State University—were established to provide upper-division undergraduate and first-year graduate instruction. The Monetary Award Program, student financial aid based on need and administered by the Illinois Student Assistance Commission, was expanded.

- **The *Master Plan--Phase III: An Integrated State System***, adopted in May 1971, set enrollment planning maximums for public institutions and defined the mission and scope of public universities in the development of graduate and professional education programs. The Higher Education Cooperation Act and the Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning were the chief outgrowths of the policy statements.

- ***Master Plan for Postsecondary Education in Illinois***, adopted in February 1976, recognized that a period of relative enrollment stabilization in both public and nonpublic colleges and universities would call for a different planning emphasis. It described the new challenge as one not of increasing the size of the enterprise but rather of maintaining and improving its quality without significantly increasing resources. It called for the continuing review and evaluation of existing programs, the reallocation of resources to meet new educational needs, and the establishment of mechanisms for inter-institutional cooperation in program delivery.

With the *1976 Master Plan*, the Board recognized that the state's system of higher education was well established, the governance and coordination system was in place, and that no new public institutions would be needed. The 1976 Master Plan concluded that "future planning for Illinois postsecondary education will be conducted on a continuous basis, with the Board of Higher Education determining and assigning topics for study." Subsequently, policy development focused on one set of issues at a time, frequently using study committees or task forces to analyze problems and recommend policies and strategies.

D. Policy Studies

As the needs and conditions of Illinois and its citizens change, the Illinois Board of Higher Education may reexamine the goals for higher education and develop new policies that meet new priorities and emerging challenges. As the Board develops new policies, it consults with and seeks information from students, faculty, institutional leadership from all sectors of higher education, governmental leaders, and others who have an interest in higher education.

During the 1980s and early 1990s, the Illinois Board of Higher Education adopted policies associated with its administrative roles and responsibilities including off-campus and distance learning, budget development, grant administration, and review and approval of programs offered by public institutions. The Board also conducted policy studies on issues of concern to Illinois citizens and higher education. These studies led to adoption of policies on many aspects of undergraduate education; economic development and workforce preparation; teacher education; affordability; and access for groups of student who are underrepresented in higher education.

Some policy initiatives dealt with the broad goals of Illinois higher education. In 1990, the Illinois Board adopted the recommendations of the Committee on Scope, Structure and Productivity of Illinois Higher Education, *An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, and Accountability in the 1990s*. This report served as the foundation for the Board's "Priorities, Quality, and Productivity Initiative" (PQP). Annual PQP reports from 1991 through 1995 provided assessments of progress and plans for subsequent years' efforts.

In 1999, a new statement of goals for Illinois higher education, *The Illinois Commitment*, was adopted. These policies identified goals for workforce preparation, teaching and learning, affordability, access and diversity, high expectations and quality, and accountability and productivity. *The Illinois Commitment* also identified specific actions to be taken to achieve these goals and the results to be measured. *The Illinois Commitment* provided the framework for further policy studies related to college readiness, teacher preparation, tuition and fee policies, access and diversity, non-tenure track faculty, and assessment. New policies and procedures were also developed in functional areas including program review and approval, budget development, grant administration, and authorization of non-public institutions.

A list of Illinois Board of Higher Education's Master Plans and policy statements, both current and historical, is provided in the Appendix.

E. Compilations of Master Plan Policies

Since 1976, new master plans have consisted of compilations of earlier master plan policies updated and supplemented by new topic-specific policy statements. These compilations have been published as "*Master Plan Policies*" in 1980, 1989, 1990, 1991, 1995, and 1997.

The *2003 Compilation of Master Plan Policies for Illinois Higher Education* builds upon the 1997 *Master Plan Policies* with amendments and additions from policies developed and adopted by the Board since 1997. Chapter 1 focuses on The Board's roles and responsibilities and incorporates new policies on program approval and review, budget development, grant administration, information systems, independent institutions, and coordination initiatives.

In Chapter 2, policies included in the 1997 *Master Plan Policies* and policies adopted by the Board between 1997 and 2003 are organized in accord with the six goals *The Illinois Commitment*. New policies address each of the goals—economic growth, teaching and learning, affordability, access and diversity, expectations and quality, and accountability and productivity.

Appended Documents
List of Master Plans and Policy Statements of the Illinois Board of Higher Education

Summary of Policy Sources

1. *A Master Plan for Higher Education* (July 1964 as amended)
2. *A Master Plan for Postsecondary Education in Illinois* (February 1976)

II. ILLINOIS HIGHER EDUCATION

A. ORGANIZATION

The Illinois Board of Higher Education provides overall coordination for all sectors of higher education, which in 2002 included 12 public universities, 122 independent colleges and universities, and, with ICCB, 39 community college districts. Figure 1 provides an overview of Illinois higher education.

The following boards of trustees govern public universities:

- Board of Trustees of the University of Illinois with campuses in Chicago, Urbana-Champaign, and Springfield
- Board of Trustees of the Southern Illinois University with campuses in Carbondale and Edwardsville
- Board of Trustees of Chicago State University
- Board of Trustees of Eastern Illinois University
- Board of Trustees of Governors State University
- Board of Trustees of Illinois State University
- Board of Trustees of Northeastern Illinois University
- Board of Trustees of Northern Illinois University
- Board of Trustees of Western Illinois University

The Illinois Community College Board coordinates the 39 locally governed public community college districts.

Independent colleges and universities are governed by their respective boards of trustees or directors. Some independent colleges and universities are required by statute to obtain authorization from the Illinois Board of Higher Education to operate and offer degree programs in Illinois.

The Illinois Board of Higher Education conducts joint planning and coordinates state budget recommendations with the Illinois Student Assistance Commission. The Board also coordinates budget recommendations with the State Universities Retirement System and the Illinois Mathematics and Science Academy.

B. PUBLIC UNIVERSITY FOCUS STATEMENTS

Each of Illinois' public universities has distinctive strengths and characteristics. Recognition of this distinctiveness provides a necessary context for the Board's master planning as well as budget development, program review, and program approval responsibilities. The focus statement for each university describes its distinctive characteristics and strengths. These statements, along with priorities statements developed annually by each university, will serve as the foundation of the on-going planning, program review, and program approval process.

Illinois public universities share many common goals and objectives. All provide instruction, research, and public service. Each has distinctive strengths and makes an important contribution to the state and its citizens. These strengths and contributions help to define immediate programmatic directions and provide the basis for determining and

implementing priorities, making productivity and quality improvements, implementing new programs, and developing budgets for each university. The following focus statements provide a state perspective on each university's distinctive role and strengths within the Illinois higher education system. (January 1994)

1. Chicago State University

Chicago State University is a multipurpose public urban institution of higher education located on the south side of Chicago. It serves a diverse student population, which includes individuals from many ethnic and socio-economic groups from the greater Chicago metropolitan area. In addition, Chicago State serves the highest proportion of African-American students of all public universities in the state of Illinois. In addition to pursuing statewide goals and priorities, Chicago State University:

- emphasizes undergraduate instruction in arts and sciences and in such fields as education, business, nursing, and allied health professions;
- provides graduate education at the master's level that builds upon selected undergraduate curriculum strengths;
- promotes access and provides opportunities for populations that have been historically underrepresented in higher education;
- is committed to student success and emphasizes preparing and recruiting students through precollege initiatives, retaining and graduating students, and providing opportunities for career and professional advancement;
- contributes to the economic development and social welfare of the community through research, public service, and outreach programs; and
- encourages and supports scholarly activities and faculty development that enhance learning and instruction. (January 1994)

2. Eastern Illinois University

Eastern Illinois University is a residential campus in east-central Illinois that serves a predominantly traditional, full-time student body and promotes learning and student achievement. In addition to pursuing statewide goals and priorities, Eastern Illinois University:

- offers a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in the liberal and fine arts, the sciences, teacher education, and other professional programs;
- provides undergraduates breadth through the general education program and depth through a wide range of academic majors;
- provides graduate programs at the master's and specialist's levels that are directly related to high quality undergraduate programs or to professional development needs in education;
- supports educators and other professionals in eastern Illinois through programs of continuing professional development; and
- carries out research and public service programs that support instructional priorities. (January 1994)

3. Governors State University

Governors State University provides junior- and senior-level instruction leading to bachelor's degrees and graduate-level instruction leading to master's degrees. Many of the University's students have multiple commitments to family, job, and community. In addition to pursuing statewide goals and priorities, Governors State University:

- makes higher education accessible to groups historically underserved in higher education, as well as to traditional students, and offers courses at convenient times and at convenient off-campus locations and work sites;
- while affirming the value of traditional approaches to teaching, incorporates innovative, instructional techniques utilizing advanced communications and learning technologies and encourages the development, adaptation, and use of alternative learning strategies;
- emphasizes successful program articulation with the community colleges in its region and the provision of baccalaureate-completion and master's level career advancement opportunities in fields with employment potential;
- encourages and supports research and artistic creativity to maintain the professional abilities of the faculty and the vitality of the teacher-student exchange;
- encourages and leads the economic and social development of its region and, in partnership with community colleges, links its teaching, research and service activities to regional needs; and
- provides a global perspective in an interdependent world across its curricula. (January 1994)

4. Illinois State University

Founded in 1857, Illinois State University is the oldest public institution of higher education in Illinois with a tradition of instruction, research and public service in support of business, industry, and government. The University enrolls a high percentage of traditional college-aged, full-time students. It has a diverse and multicultural undergraduate and graduate student population. In addition to pursuing statewide goals and priorities, Illinois State University:

- focuses on undergraduate education, master's degree programs that build upon undergraduate strengths, and selected doctoral programs with its highest priority on the provision of high quality undergraduate teaching and learning;
- maintains and develops liberal arts and professional programs and is distinguished as a leader in the art and science of education at all levels; and
- provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, developing and delivering programs tailored to meet them. (January 1994)

5. Northeastern Illinois University

Northeastern Illinois University offers undergraduate and master's level programs providing access to a metropolitan population diverse in age, culture, language, and race. As a commuter campus located in northwestern Chicago, Northeastern Illinois University's student body includes both traditional college-aged and older students. In addition to pursuing statewide goals and priorities, Northeastern Illinois University:

- offers programs at both the baccalaureate and master's levels in selected arts and sciences disciplines, education, and business that are supported by strong student interest;
- offers selected master's programs that build upon the strengths of the baccalaureate curriculum and are tailored to the continuing professional development needs of the clientele served;
- Focuses on preparing teachers for the public schools and training educators for community and private employment that rely on undergraduate programs in elementary and secondary education, in the arts and sciences, and in special education;
- supports a specialized research and public service role that complements the University's instructional mission; and
- tailors its programs to student needs and interests and to strengthening its links with the metropolitan community it serves. (January 1994)

6. Northern Illinois University

Located in a region that includes the north and western Chicago suburbs and the city of Rockford, Northern Illinois University has become a major resource for this emerging metropolitan area. Once primarily rural and agricultural, the University's service region is increasingly complex and cosmopolitan, experiencing rapid population and economic growth. The University's undergraduate students are primarily traditional college-aged. While many students select a residential baccalaureate experience, others transfer to Northern from community colleges, and an increasing number commute for their entire academic program while maintaining employment and family obligations. At the graduate level, a substantial number of the University's students are working adults who enroll on a part-time basis. In addition to pursuing statewide goals and priorities, Northern Illinois University:

- provides a full range of liberal arts and professional undergraduate programs;
- offers master's, specialist, doctoral, and professional programs both on campus and at selected off-campus sites throughout the region;
- strives to meet the region's need for articulate and responsible citizens, a well-prepared workforce, and opportunities for continuing professional development;
- serves as a regional resource for new knowledge, cultural enrichment, and solutions to contemporary problems; and
- responds to the changing needs of its region through appropriate instructional, research, and public service initiatives and cooperative interaction with other colleges and universities, business, industry, government, and human service agencies. (January 1994)

7. Western Illinois University

Western Illinois University serves students who enter the institution as freshmen or who transfer after completing academic work at community colleges and other institutions. Most undergraduate students are of traditional college age, enroll full time, and live on campus. In addition to pursuing statewide goals and priorities, Western Illinois University:

- supports a comprehensive general education curriculum and emphasizes baccalaureate degrees in selected education and professional areas while maintaining strong arts and sciences programs;

- supports selected graduate programs with high demand at the master's level;
- sustains a campus environment in which instructional, research, and service activities recognize and meet the needs of a diverse student body and workforce;
- serves the educational and cultural needs of west-central Illinois and provides off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center; and
- continues to develop advanced telecommunications-based instructional delivery systems to meet the education and training needs of Illinois schools and the educational and economic needs of west-central Illinois. (January 1994)

8. Southern Illinois University at Carbondale

Southern Illinois University at Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University at Carbondale:

- strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement;
- supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research;
- develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies;
- cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment;
- strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and
- cultivates and sustains diversity through a commitment to multiculturalism, including international programming. (January 1994)

9. Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University at Edwardsville:

- offers undergraduate programs and master's programs encompassing instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;
- emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region;

- focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area; and
- addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine. (January 1994)

Southern Illinois University Edwardsville [has] approval to establish a School of Pharmacy and to offer the Doctor of Pharmacy Degree, subject to the following conditions:

- That, as the School of Pharmacy is developed, SIUE will address and resolve the concerns and recommendations expressed by the external consultants;
- That the school annually demonstrate satisfactory progress to the Board of Higher Education, in accordance with the structure outlined in [*Authorization To Establish a School of Pharmacy and Offer the Doctor of Pharmacy at Southern Illinois University at Edwardsville* (April 2002)] and
- That SIUE will establish and maintain operating and capital funding in accordance with its commitments [*Authorization To Establish a School of Pharmacy and Offer the Doctor of Pharmacy at Southern Illinois University at Edwardsville* (April 2002)].

10. University of Illinois at Chicago

Located in the nation's third largest metropolitan area, the University of Illinois at Chicago offers instruction at the baccalaureate, master's, first-professional, and doctoral levels. The University conducts research and public service in a variety of fields and ranks among the top universities nationally in attracting external support for these activities. A significant proportion of the campus' undergraduate student body commutes, is older than traditional college age, attends part time, and has transferred from other institutions. In addition to pursuing statewide goals and priorities, the University of Illinois at Chicago:

- strengthens the economic and social vitality of the Chicago metropolitan area through its urban land-grant mission that emphasizes business and industrial development, health care, school improvement, and enhanced opportunities for minority groups;
- offers instruction, research, and public service in traditional fields such as engineering and the arts and sciences complemented and enhanced by a focus on health and medical sciences and services;
- provides off-campus programs in community college districts in the Chicago metropolitan area; and
- has a statewide mission to provide off-campus programs in the health sciences and in selected other areas not generally available through other colleges and universities in the state. (January 1994)

11. University of Illinois at Springfield.

The University of Illinois at Springfield has a broad role in serving the central Illinois region. A junior-senior and graduate-level university that also serves lower-level students through cooperation with community colleges, it offers programs to meet the needs of transfer and adult students, as well as residential, traditional-aged students. Located in the state's capital, the University of Illinois at Springfield has a special mission in public affairs. In addition to pursuing statewide goals and priorities, the University of Illinois at Springfield:

- emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;
- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;
- concentrates graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment; and
- organizes instructional, public service, and research programs that are within the programmatic priorities of the University. (January 1994)

  - The University of Illinois at Springfield has authority to offer the Doctor of Public Administration. (January 1997)

  - The University of Illinois at Springfield has authority to offer the Capital Scholars Program, an interdisciplinary lower-division general education program with a public affairs and leadership focus. (October 1999)

12. **University of Illinois at Urbana-Champaign**

As the state's most comprehensive public university campus, the University of Illinois at Urbana-Champaign provides instruction at the baccalaureate, master's, first-professional, and doctoral levels and conducts basic and applied research in a broad array of fields. Many of the campus' academic programs have achieved national repute for both instruction and research. The vast majority of both undergraduate and graduate students attending the University of Illinois at Urbana-Champaign campus are of traditional age, enroll full time, and live on or adjoining the campus. In addition to pursuing statewide goals and priorities, the University of Illinois at Urbana-Champaign:

- carries out its traditional land-grant mission by focusing on instruction, research, and public service in agriculture and engineering, along with comprehensive programs in the arts and sciences and other fields;
- offers professional education in law, veterinary medicine, business, and architecture; and
- provides off-campus instruction and public service on a statewide basis in agriculture and engineering and in fields not generally available at other universities.

Policy Sources
1. *Focus Statements for Illinois Public Universities* (January 1994)
2. *New Units of Instruction for Public Universities* (January 1997)
3. *Capital Scholars Program at the University of Illinois at Springfield,* (October 1999)
4. *Authorization To Establish a School of Pharmacy and Offer the Doctor of Pharmacy at Southern Illinois University at Edwardsville* (April 2002)

C. Public Community College Missions

Although each community college is unique because of its efforts to provide educational services in response to local district needs, the programs and services provided by all community colleges need to be similar. Several distinct missions are identifiable for all

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community colleges, although the circumstances and needs within each district require more emphasis on certain missions than on others. The basic community college missions are:

- To provide baccalaureate-transfer Associate in Arts and Associate in Science degree programs designed to qualify students for transfer to a baccalaureate degree program;
- To provide occupational, vocational, technical, and semi-technical programs leading to the Associate in Applied Science degree or a certificate designed to qualify students for employment or the upgrading of employment;
- To provide remedial and adult basic and secondary education programs designed to prepare individuals for further education; and
- To provide credit and non-credit public and community service activities designed to meet the needs of individuals, organizations, commerce, and industry within the district. In the provision of public and community service activities, community colleges should avoid duplicating or assuming responsibility that falls within the scope of other institutions, agencies, or organizations. (February 1976)

The Illinois Board of Higher Education supports the transfer of the administration of all adult education programs from the State Board of Education to the Illinois Community College Board. (February 2000)

Adult education teaches people 16 years of age and older who are no longer enrolled in school and who lack the basic skills necessary for employment or further education and training. Adult education programs include adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) which provides English language skills for non-native English speakers. Programs also provide support services and job-seeking skills. Primarily, three groups deliver adult education in Illinois: community colleges, public schools, and community-based organizations.

Illinois community colleges are able to increase levels of student achievement. The Illinois Community College Board can advocate for adult education programs, compete for funding, and provide accountability and fiscal stewardship of the fiscal and human resources of adult education.

Policy Sources
1. *A Master Plan for Postsecondary Education in Illinois,* (February 1976)
2. *Recommendation Concerning Adult Education: Report on House Resolution 304* (February 2000)

D. Independent Colleges and Universities

Illinois independent institutions range from associates degree-granting colleges and institutes to baccalaureate degree-granting colleges to doctoral degree-granting and research universities. Some institutions have missions restricted to particular vocational, technical, or professional fields; some to the liberal arts and sciences; and some are comprehensive and multi-purpose.

Public and independent institutions educational services to the public, both sectors are subsidized by government, both sectors exercise academic freedom and substantial

autonomy, and both sectors are held accountable by lay governing boards. The authority for governing independent institutions is vested in independent boards, while public institutions are governed by elected boards or boards appointed by elected officials.

The independent sector of higher education is an important component of higher education in Illinois. It is in the best educational and economic interests of the people of Illinois to preserve the vitality of private as well as public institutions of postsecondary education.

Neither public institutions nor private institutions are capable of providing the full range of services provided by both sectors together. Together both sectors provide educational opportunities to the public that are more diverse and more comprehensive than either sector could provide alone. (February 1976)

~~Periodic reports on the vitality of independent higher education are part of the Illinois Board of Higher Education's effort in fulfilling its statutory planning and coordinating responsibility.~~

Policy Source
A Master Plan for Postsecondary Education in Illinois (February 1976)

Additional References
Statewide Higher Education Policies and Priorities for Illinois Private Colleges and Universities (May 1993)

E. JOINT EDUCATION COMMITTEE

The Board of Higher Education Act (*110 ILCS 205/9.10*) calls for the Board to participate in the work of the Joint Education Committee along with the Illinois State Board of Education, the Illinois Community College Board, and the Illinois Workforce Investment Board. Each of these boards appoints two members to serve on the Committee.

The Illinois School Code (105 ILCS 5/1A-4) gives the Joint Education Committee the responsibility for "making recommendations concerning the submission of any workforce development plan or workforce training program required by federal law or under any block grant authority." The Committee is also "responsible for developing policy on matters of mutual concern to elementary, secondary, and higher education such as Occupational and Career Education, Teacher Preparation and Certification, Educational Finance, Articulation between Elementary, Secondary, and Higher Education, and Research and Planning. The Joint Education Committee shall meet at least quarterly and submit an annual report of its findings, conclusions, and recommendations to the State Board of Education, the Board of Higher Education, the Illinois Community College Board, the ~~Human Resource Investment Council~~ [Illinois Workforce Investment Board], the Governor, and the General Assembly."

In 1999, the Joint Education Committee, the State Board of Education, the Illinois Board of Higher Education, and the Illinois Community College Board adopted P-16 Partnership for Educational Excellence. This policy identified issues of mutual concern—smoothing the transition from high school to college; improving the

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recruitment, preparation, and professional development of classroom teachers; and expanding the use of technology to improve educational opportunities. The Board also considered a 2001 report on the educator workforce.

The Illinois Board of Higher Education approves, in principle and spirit, *Improving Illinois' Educator Workforce*, the report to the Illinois General Assembly prepared by the Joint Education Committee in response to HR 250, with emendations suggested in [*Improving Illinois Educator Workforce*] this item. This approval is subject to the requirement of additional Board action on specific priorities, contingent upon submission and consideration of additional detail, estimated costs and timelines. (December 2001)

Policy Source

Improving Illinois' Educator Workforce: A Report to the Illinois General Assembly Prepared by the Joint Education Committee in Response to House Resolution 250 (December 2001)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section II. Teaching and Learning

Summary of Policy Sources on Illinois Higher Education

1. *A Master Plan for Postsecondary Education in Illinois,* (February 1976)
2. *Focus Statements for Illinois Public Universities* (January 1994)
3. *New Units of Instruction for Public Universities* (January 1997)
4. *Capital Scholars Program at the University of Illinois at Springfield,* (October 1999)
5. *Recommendation Concerning Adult Education: Report on House Resolution 304* (February 2000)
6. *Improving Illinois' Educator Workforce: A Report to the Illinois General Assembly Prepared by the Joint Education Committee in Response to House Resolution 250* (December 2001)
7. *Authorization To Establish a School of Pharmacy and Offer the Doctor of Pharmacy at Southern Illinois University at Edwardsville* (April 2002)

III. COORDINATION

The Illinois Board of Higher Education coordinates higher education's efforts to address emerging issues of considerable magnitude, such as the development of a statewide telecommunication system, coordinating off-campus programming, addressing the needs of specific underserved regions, and responding to problems affecting groups of students. To address these issues, the Board convenes Board members, institutional leadership, faculty, students, and others with appropriate expertise to consider the problem and recommend appropriate policies and strategies. The Board's policies and plans guide its decision making as it fulfills its statutory responsibilities for budget development, program approval, information systems, and grant administration.

A. INTER-INSTITUTIONAL COOPERATION AND OFF-CAMPUS PROGRAM

In order to provide quality educational opportunities for all citizens and to do so in a cost effective manner, colleges and universities shall:

- provide access to educational opportunities for citizens throughout the state;
- expand baccalaureate degree completion opportunities for place-bound students;
- meet the needs of individuals and employers for training and retraining;
- provide programs in a cost-effective manner; strengthen the quality of programs;
- achieve better coordination among public and private colleges and universities in the delivery of programs in various geographical regions of the state; and
- develop instructional delivery systems, including telecommunications-based instructional delivery systems and financing structures, that are appropriate to the programmatic needs of different areas of the state. (January 1992)

1. Regional Consortia

Regional consortia should be established to assure that the highest priority educational needs are well served by carrying out needs assessments that are responsive to the Board of Higher Education's criteria for program approval, identifying the highest priority programs, and coordinating the development of plans to serve effectively educational needs in different geographical areas of the state; facilitating resource sharing and making effective use of facilities, laboratories, library materials, and academic support staff that are available within the region; and effectively utilizing telecommunications-based instructional delivery systems and assuring that these systems are effectively linked at the local, regional, and statewide levels.

~~Community colleges should take the initiative to establish consortia in the following geographical areas: Chicago, North-Northwest Suburban, West Suburban, North Suburban, South Suburban, Northwest Illinois, West Central Illinois, Central Illinois, East Central Illinois, Southwest Illinois, and Southern Illinois. The Board of Higher Education staff will work with the community college system to determine the best alignment of community college districts across these geographical areas.~~

~~Public universities and private colleges and universities should join consortia in those regions in which they are offering (or plan to offer) significant on-campus or off-campus programming. At the same time, senior institutions should not be obligated to participate actively in consortia in regions where they provide minimal offerings.~~

~~Member institutions should establish and adapt organizational and financing structures that best support the functions and objectives of individual consortia. Governance structures should reflect the shared interests of community colleges and both public and private colleges and universities. The advisory structure of regional consortia should include representation from local businesses and agencies to be served by the consortia's programs.~~

~~Regional consortia will be financed in several ways. Each participating institution shall contribute annually an amount determined by the consortium as necessary to support its operations. Each community college campus may annually apply for a grant, from economic development funds appropriated to the Illinois Community College Board, to support the community college's contribution to the consortium. Community colleges may join additional consortia but Illinois Community College Board grants will not be available to finance additional memberships. Consortia may apply for planning grants from the Board of Higher Education to support the establishment and initial development of these organizations. In addition, consortia may apply for matching grants for operations and initiatives from Higher Education Cooperation Act funds appropriated to the Board of Higher Education. Applications must provide for a minimum 50 percent regional match, must be for the purposes outlined in Board policies, and will be evaluated by the Illinois Board of Higher Education on a competitive basis.~~

~~Regional consortia may apply for Higher Education Cooperation Act matching grants to support the following: consortium administration and organizational expenses; consortium planning, needs assessment, and monitoring activities; acquisition of resources (i.e., facilities, laboratories and equipment, library materials and access to statewide library resource sharing systems, and academic support personnel) that can be shared by participating institutions; the establishment of telecommunications based instructional delivery systems and linkages to regional and statewide systems; and delivery of services to business and industry, including workforce retraining, business development and consultation, and the upgrading of manufacturing systems.~~ (January 1992)

2. Cost-Effectiveness and Quality of Off-Campus Programs

The Board of Higher Education and regional consortia should encourage the development of programs and price structures that are financially accessible to students, including state subsidies for high priority programs that can be offered on a cost-effective basis by private colleges and universities; encourage employer-supported programs; and maximize the acceptance of community college coursework to support off-campus programs.

Regional consortia should play a leadership role in assuring the cost-effectiveness and quality of off-campus programming in their regions by: recommending innovative and cost-effective delivery models to the Board of Higher Education ~~in the context of center and program approval~~ and the award of Higher Education Cooperation Act grants; establishing and administering, when appropriate, multi-university centers that facilitate coordination and resource sharing by senior institutions that provide off-campus services in the region; and making recommendations to ~~the Board of Higher Education and~~ ~~senior~~ institutions regarding programmatic priorities~~, requests for approval of new off-campus units of instruction, and the educational and economic justification of existing off-campus activities~~.

Public universities should carry out a rigorous review of off-campus components concurrent with the review of on-campus programs. The Board of Higher Education will

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also place more emphasis on the review of off-campus activities and will advise the appropriate governing board when units of instruction are no longer educationally or economically justified.

Independent colleges and universities and out-of-state institutions should carry out a rigorous review of off-campus offerings. The Board of Higher Education will revoke authorizations to operate and/or award degrees if institutions do not continue to meet the criteria for approval.

Resources being utilized to support off-campus operations at locations that serve small numbers of enrollments should be reallocated when possible to support the operation of multi-university centers. However, colleges and universities should continue to serve employees at their place of employment.

The Board of Higher Education will periodically collect statewide data on the off-campus activities of all colleges and universities operating in Illinois and will share an analysis of these data with all higher education institutions and regional consortia.

~~If after several years the Board of Higher Education finds that its policy directions to encourage cooperation among colleges and universities are not effective, then it should undertake an examination of other approaches, including the advisability of applying need criteria to private colleges and universities and out-of-state institutions operating in Illinois.~~
(January 1992, amended June 1999)

3. Telecommunications-Based Instructional Delivery Systems

The development of a telecommunications-based instructional delivery system should be a high priority of the Board of Higher Education and Illinois colleges and universities.

Colleges and universities should employ telecommunications-based instructional delivery systems when it is cost-effective to do so and when instructional quality can be ensured. Colleges and universities should make more extensive use of telecommunications technologies in the future, and in so doing expand access to instructional programs.

A statewide telecommunications-based network should be developed within the following parameters:

- The network design and plan should support the delivery of college and university services to: extension sites and off-campus multi-university centers, elementary and secondary schools, and business and industry training sites. The network should also be capable of delivering community services and utilization by the Cooperative Extension Service.
- Telecommunications-based instructional delivery systems should make effective use of existing telecommunications systems including microwave, satellite, and fiber optics.
- The development of telecommunications-based instructional delivery systems should be coordinated with other telecommunications-based networks (e.g., the statewide Central Management Services network and the National Research and Educational Network).
- Community college district networks must be compatible with regional networks that, in turn, must be compatible with statewide networks. An immediate priority is to

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establish appropriate and efficient interconnection capabilities which assure compatibility across network hierarchies.

- Local or regional networks that do not provide appropriate and efficient interconnection capabilities to statewide telecommunication systems will not be eligible for Higher Education Cooperation Act matching grants.

Colleges and universities should ensure effective use of telecommunications-based instructional delivery systems by faculty and students by disseminating information about the capabilities of these systems and providing faculty opportunities and incentives to effectively utilize them. (January 1992)

Policy Sources

1. *Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities* (January 1992)
2. *Redesign of Program Processes: A Shared Responsibility* (June 1999)

Appended Documents

Criteria for Approval of Off-Campus Programs

Related Sections of 2003 Compiled Master Plan Policies

1. Chapter 1, IV. Approval and Review of Public Institutions' Programs
2. Chapter 1, VII. Authorization of Independent Institutions

Additional References

1. *Program Approval Standards and the Challenge of Distance Learning (June 2001)*
2. *Distance Learning Status Report* (June 2001)

B. ILLINOIS CENTURY NETWORK

The Illinois Board of Higher Education endorses the report of the Higher Education Technology Task Force and [directed] Board staff to take the next steps necessary to begin its implementation. (November 1997) [The Task Force Recommended:]

1. *The State of Illinois should initiate the Illinois Century Network as a program of network services at sufficient scale to provide its citizens with essentially universal access to education and information resources at reasonable cost.*

2. *The State should initiate discussions with telecommunications industry in order to foster cooperation with them and use of their standards, and to plan for the use of commercially available services to the extent technically and financially feasible.*

3. *The Illinois Century Network should leverage previous state and institutional investments in video and networking equipment.*

4. *The Illinois Century Network should be developed in cooperation with other Illinois public sector communications projects and avoid duplication of costly facilities and support. In particular, development should proceed in consultation with the Illinois State Board of Education, the State Library, the University of Illinois Cooperative Extension Service, the Illinois Library Computer Systems Organization and Central*

Management Services. Coordination with the Illinois State Board of Education is essential.

5. *The State should recognize a baseline computing and communications capability for institutions of higher education. The Illinois Board of Higher Education and the Illinois Community College Board should sponsor a survey to determine the extent of the collective gap between current communications capabilities of public institutions and the standards for campus capabilities ~~set forth in the Technical Appendix to this report~~ and make recommendations accordingly. Helping public campuses below the baseline who wish to reach it to do so should become a priority.*

6. *The State of Illinois should create a statewide organization to fund and manage the Illinois Century Network. The organization should be designed to take the management responsibilities and meet the organizational criteria described in this report.*

    - *The State should establish a small working group to investigate the organizational issues and recommend a structure.*
    - *The State should establish a small working group to prepare a full cost estimate for the Illinois Century Network, including costs indicated in recommendations 7 and 8 below.*

7. *A technical planning group of the most skilled staff available should be established in advance of the management organization to:*

    - *Prepare a requirements statement for the backbone and serve as technical advisors for its procurement*
    - *Address the issue of how to reach isolated locations with limited communications access, drawing upon existing central Management Services knowledge*
    - *Develop a plan to integrate the existing video facilities*
    - *Develop a plan to integrate the Illinois State Board of Education network and other existing public sector facilities with the Illinois Century Network*

8. *The Illinois Board of Higher Education and the Illinois Community College Board should prepare a funding strategy to:*

    - *Support development of courses using emerging technologies*
    - *Support collaborative efforts by institutions made possible by these technologies*
    - *Disseminate successful efforts*
    - *Support pilot projects of new, prototype applications*

    This strategy must address both the training of faculty and students and the employment of staff at the campuses to manage campus facilities and to support curricular development. (October 1997)

Policy Sources

1. *The Illinois Century Network: New Dimensions for Education in Illinois, Higher Education Technology Task Force* (October 1997)
2. *Endorsement of the Higher Education Technology Task Force Report and Next Steps* (November 1997)

C. University Center of Lake County

The Illinois Board of Higher Education coordinates initiatives to address the needs of place-bound students and of areas of the state that do not have sufficient higher education resources to meet the needs of residents and employers. The establishment of the University Center of Lake County resulted from an extensive analysis of the needs of the region for higher education and of the most effective and efficient way to address these needs. The mission of the Center reflects the emphasis on high quality instruction, leveraging existing resources, and partnerships and local relationships. Both the planning process and the Center itself represent models for addressing the needs of underserved areas. Similar initiatives may be undertaken in other regions of the state as needs are identified.

The University Center of Lake County provides higher educational opportunities to meet the needs of the Lake County region. Through its member institutions, the University Center offers high quality programs, certificates, and coursework at the baccalaureate degree completion, post-baccalaureate certificate, and master's levels. Instructional offerings are presented in formats and at times and locations that are accessible to place-bound residents and working adults and that are responsive to the educational needs of employers and employees of business, governmental entities, and non-profit organizations.

The University Center facilitates the efforts of each member institution to offer accessible, high quality programs comparable to those offered at its main campus. The organizational structure and administrative operations of the University Center reflect an enhanced collaboration among the member institutions and between the member institutions and the local residents in order to maximize the educational opportunities available to students. The University Center has academic standards, practices, and processes that seek to expand the educational opportunities available to students, support the delivery of effective traditional and distance learning courses, and evaluate and demonstrate the progress in student learning that occurs in each program. (December 1998)

Policy Source

An Implementation Plan for the University Center of Lake County: A Committee Report (December 1998)

Additional References

1. *Illinois Higher Education in the 21st Century: Identifying and Responding to the Educational Needs in Lake County: A Committee Report* (September 1998)
2. *The Location of the University Center of Lake County: A Committee Report* (May 2000)

D. Educational Needs of East St. Louis

House Resolution 728 directed the Illinois Board of Higher Education, the Illinois Community College Board and the Illinois State Board of Education to complete a study of the educational needs of East St. Louis. The objectives to be achieved include:

- *Increasing student achievement through school re-design,*
- *Increasing student achievement through research and assessment,*

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- *Strengthening postsecondary education opportunities, and*
- *Establishing collaborative school business partnerships to promote educational achievement, community service and economic growth.*

The East St. Louis School District should seize the opportunity created by the construction of five new elementary schools and three new middle schools to improve student achievement. The district should designate thematic schools that emphasize mathematics and science, the performing arts and other special programs. The district should also use distance learning to offer advanced placement courses and work with the Regional Superintendent to begin an Academic Talent Search program.

The East St. Louis School District should work with institutional research officers of the higher education institutions in the area to increase student achievement through research and assessment. An assessment department in the East St. Louis District should be created and can provide services to other districts in the area.

Higher education institutions in the area should strengthen post-secondary opportunities for area students. New programs should be installed at the Community College Center, and Southern Illinois University at Edwardsville should expand their professional school offerings and services to the area. Institutions should work cooperatively to improve teacher professional development, expand programs for teacher aides and offer students incentives to attend college in a manner similar to the "Learning in Context" program offered by Governors State University and Prairie State College in Ford Heights, Illinois.

Links between the area schools and the community should be strengthened. Southern Illinois University at Edwardsville should expand the work of their Institute for Urban Research and local businesses should provide mentoring and work study opportunities. The districts should define opportunities to collaborate with local social and human service organizations. (April 2001)

Policy Source

Study of the Educational Needs of East St. Louis: Summary and Recommendations (April 2001)

Summary of Policy Sources on Coordination

1. *Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities* (January 1992)
2. *The Illinois Century Network: New Dimensions for Education in Illinois, Higher Education Technology Task Force* (October 1997)
3. *Endorsement of the Higher Education Technology Task Force Report and Next* Steps (November 1997)
4. *An Implementation Plan for the University Center of Lake County: A Committee Report* (December 1998)
5. *Redesign of Program Processes: A Shared Responsibility* (June 1999)
6. Study of the Educational Needs of East St. Louis: Summary and Recommendations (April 2001)

IV. APPROVAL AND REVIEW OF PUBLIC INSTITUTIONS' PROGRAMS

The Illinois Board of Higher Education has the responsibility "to review all proposals by public university governing boards and the Illinois Community College Board for new units of instruction, research, or public service and to approve or disapprove these proposals; and to review periodically all existing units of instruction, research, or public service as to their continued educational and economic justification." (110 ILCS 205/7)

Public community colleges and universities should continue to review and evaluate their existing units of instruction, research, and public service. In its review of existing units, the Illinois Board of Higher Education, whenever possible, will use information provided by systems and institutions in order to complement, rather than duplicate, institutional evaluation efforts. (February 1976)

The Illinois Board of Higher Education, with the cooperation of colleges and universities, shall maintain an inventory of all programs approved for offering for degree credit. (February 1976)

The program approval and review processes developed by the Board of Higher Education are intended to:

- *Assure that standards of quality are maintained and strengthened*
- *Align program development with statewide goals and objectives*
- *Provide accountability for the effective use of public funds*
- *Support institutions in refining and focusing their missions (October 1998)*

The Board will work with the Community College Board to implement new program approval processes including model program approval, temporary approval, and delegation of approval of certificate programs, and will make appropriate changes in procedures and rules. The Board of Higher Education will also assist with development of guidelines for new occupational programs. The Board will seek changes in statutes and rules that will eliminate the need for Board of Higher Education approval of locally funded capital projects at community colleges. (September 1998)

The Board endorses a plan to streamline processes for approval and review of programs offered by public community colleges and universities, and for approval of off-campus programs offered by public universities and private institutions, and to increase reliance on institutions' quality assurance systems. These processes will continue to assure that the Board is able to fulfill its coordination responsibilities. (October 1998)

Policy Sources

1. *A Master Plan for Postsecondary Education in Illinois* (February 1976)
2. *Shared Coordination and Accountability* (September 1998)
3. *New Approaches to Program Approval and Review* (October 1998)

Related Sections of 2003 Compiled Master Plan Policies

1. Chapter 1, III. Coordination
2. Chapter 1, VII. Authorization of Independent Institutions

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A. APPROVAL OF NEW PROGRAMS

The revised process for approval of new programs shifts the focus from examining such measures as faculty qualifications, equipment and budget needs, and course descriptions—all of which are program inputs—to examining program and student learning objectives and the assessment measures the college or university will use in determining whether or not the objectives have been reached. This shift from inputs to outcomes will require colleges and universities to establish an assessment process from the beginning by which the success or quality of the program and its graduates will be judged.

The Illinois Board of Higher Education adopts the definition for programs to be included in the Board of Higher Education Inventory [provided in the Appendix]. The Board of Higher Education endorses the changes to the program approval process for public universities as stated in [*Redesign of Program Processes: A Shared Responsibility*]. The revised approval processes will continue to assure that the Board is able to fulfill its statutory responsibility for program approval. (June 1999)

The process for approval of new programs has been refined to sharpen the focus on assessment of student learning and to recognize the importance of accreditation. The process was also streamlined and the schedule made more flexible. Approval of certain types of programs was delegated to the Illinois Community College Board. Application forms were revised in 2002.

Policy Sources

Redesign of Program Processes: A Shared Responsibility (June 1999)

Appended Documents

1. Definition of Programs to be Included in the Program Inventory
2. Definition of New Program and Reasonable and Moderate Extension
3. Criteria for Approval of New Programs

Additional References

Proposed Amendments to Rules for Program Approval for Public Institutions (June 1999)

B. REVIEW OF EXISTING ACADEMIC PROGRAMS

1. Major Assumptions

The primary responsibility for quality and, therefore, review of existing academic programs resides with the institutions and will be carried out in a manner compatible with institutional academic planning/review mechanisms and guidelines promulgated by the Illinois Board of Higher Education (IBHE). Each institution will determine the program review process that best meets its unique needs (e.g., specialized accreditation reviews, review committees, use of external reviewers, etc.). This process will be consistent with IBHE guidelines. To avoid redundancy, institutions have the discretion to use current findings from specialized program accreditations and other reviews as the basis of the program review process. To be current, a review must be no more than two years old.

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Academic program review is a critical and constructive process whose essential elements are documentation of learning outcomes and identification of actions for program improvement.

IBHE, occasionally, may call for a review of programs on a statewide basis for the purpose of addressing matters of statewide priority, e.g., high-demand fields, disciplines undergoing substantial change, etc.

Increased institutional control over the review process entails increased institutional accountability.

Institutions are responsible to identify and review programs targeted for priority evaluation and take appropriate action to remedy problems revealed by the review process (e.g., improvement, suspension, or closure). (April 2002)

2. Program Review Schedule

Institutional program review will occur on an eight-year cycle, with the institution determining the schedule for individual programs. Since eight years is considered the maximum time period for reviewing an individual program, some programs may be reviewed more than once within this cycle. As part of the review process, institutions will prioritize flagged programs due to quality, viability, and/or other concerns.

Three years after implementation of a new program, a progress report will be provided to IBHE. Programs not making progress towards achieving objectives stated in the original request for approval will submit a plan for improvement.

Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation, will undergo full review and report to IBHE every three years until accreditation is achieved.

Programs flagged for attention or improvement by the institution will report every three years until the situation is corrected or resolved.

Programs with institution-determined temporary suspensions of enrollment will inform IBHE of the program's status every three years until the situation is corrected. (April 2002)

3. Program Review Components

While the institution is responsible for developing its unique program review procedures, it is expected that those processes will include the following components:

- *A statement of program goals and intended learning outcomes.*
- *An end- or near-end-of-program assessment of student learning, in addition to course-by-course assessment.*
- *Multiple performance measures, if necessary, that reflect the uniqueness of academic programs and disciplines.*
- *Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.).*

- *Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place, and that the results of this review process are used to improve curriculum, instruction, and learning.*
- *Findings and recommendations for improvement, suspension, or closure.* (April 2002)

4. Reporting Processes

Institutions will report on the outcomes of the program reviews in a "Summary of Annual Program Review Process," to be appended to annual Results Reports.

Three years after implementation of a new program, a progress report will be provided to IBHE. Programs requiring specialized accreditation for students to sit for professional licensure, but which have not yet achieved accreditation, will provide a report every three years until accreditation is achieved.

Programs flagged for priority review by the institution for improvement require a short interim report, which may be submitted to IBHE three years after being flagged and must address actions taken since the last program review. This report should not be submitted as part of the annual Results Report. Interim reports on flagged programs should:

- *Delineate actions taken to resolve the issues or improve the program;*
- *Identify areas for further action or improvement; and,*
- *Describe how the program will be monitored to ensure continued improvement until the next review.*

Upon notification by letter to the Board of Higher Education by the President/Chancellor, a college or university may:

- *Suspend enrollment in a program for a period not to exceed three years, for any reason;*
- *The enrollment-suspension notification shall include an explanation of the reasons for the action and a brief remediation plan;*
- *Reinstate a suspended program ~~through a letter of notification to the Board~~;*

Institutions will submit a brief progress report every three years until the situation is resolved; and, the Board of Higher Education will consider a program terminated if no progress report or reinstatement notice is received within the three-year period.

Summary reports shall include:

- *Description and assessment of any major changes in the program/disciplinary context e.g., (1) in the discipline or field; (2) student demand; (3) societal need; (4) institutional context for offering the degree; (5) other elements appropriate to the discipline in question; and (6) other;*
- *Major findings and recommendations, including evidence of student learning outcomes and identification of opportunities for program improvement;*
- *Actions taken since the last review, including instructional resources and practices, and curricular changes; and,*
- *Actions to be taken as a result of this review, including changes in instructional resources and practices, curriculum, and assessment of student learning.* (April 2002)

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Policy Source
Redesign of Public Institution Academic Program Approval and Review Process (April 2002)

Related Sections of 2003 Compiled Master Plan Policies
Chapter 2, V.C. Assessment of Student Learning

Related References
1. *Update on the Redesign of Academic Program* Review (August 2000)
2. Report *to the General Assembly in Response to House Resolution 19* – Parts I and II (April 2001)

C. Approval and Review of Off-Campus and Distance Learning Programs

1. General Off-Campus Policies

Both public and private institutions are required to obtain authorization from the Board of Higher Education

- prior to offering 50 percent or more of credits toward a degree, ~~than 12 semester credit hours per year~~ at a new off-campus site;
- prior to advertising or advising students of new degree completion opportunities at an off-campus site, whether or not the institution previously offered degree programs at that site; and
- prior to the operation of a new off-campus center, institute, or branch campus. An off-campus site is any location within the boundaries of ~~a community college district other than the community college district in which a college or university's main campus is located or, in Chicago, any location within a five-mile radius of a City College of Chicago campus~~ one of ten established regions.

Board of Higher Education approval must be received at least one year in advance of awarding a degree. ~~Any student who completes his or her degree requirements prior to Board of Higher Education approval will be awarded the degree and will be reimbursed by the college or university for all tuition and fees collected.~~

Prior to enrolling students in off-campus courses, institutions should inform students as to whether degree completion opportunities are available at the off-campus site, and whether individual off-campus courses are applicable to degree completion requirements.

Colleges and universities may be given temporary approval to offer off-campus units of instruction under the following conditions:

- The off-campus unit of instruction is offered under contract to a single business, service organization, or government agency and enrollment is restricted to employees of the contracting business, organization or agency;
- In the case of public institutions, the contractual arrangement is such that the off-campus unit of instruction is self-supporting; that is, no state resources are required to support the program;

- The off-campus unit of instruction is offered to a single group of entering students for a single cycle not to exceed three years; and
- The off-campus unit of instruction is offered on the main campus and the academic standards of the main campus are maintained at the new off-campus site.

Before submitting an application for approval of a new off-campus unit of instruction, colleges and universities should inform the Board of Higher Education of their intent to seek approval and the Board will publish this Notice of Intent. ~~in the agenda for its next meeting.~~

~~The Board of Higher Education staff will seek the recommendations of consortia relative to the approval of new off-campus units of instruction, and will expedite the program approval process based on these recommendations.~~

It is expected that the academic standards for off-campus units of instruction and new distance learning degree programs will be equivalent to or exceed those maintained on campus. In order for any institution to gain Board of Higher Education approval to offer a new distance learning degree program or a unit of instruction at a new site, the following ~~specific criteria will be met:~~ the criteria listed in the appendix will be met. (January 1992 and June 1999)

2. Criteria for Approval of Off-Campus and Distance Learning Programs

The Board of Higher Education hereby adopts ~~the additions reflected in the above-listed~~ the Revised Approval Criteria for the Approval and Review of Off-Campus and Distance Learning Degree Programs [provided in the Appendix]. The Board also amends the title of the Board of Higher Education Policies Related to the Review and Approval of Off-Campus Programs of Public Universities, Independent Colleges and Universities and Out-of-State Institutions to read: Board of Higher Education Policies Related to the Review and Approval of Off-campus and Distance Learning Programs of Public Universities, Independent Colleges and Universities and Out-of-State Institutions. (July 1997)

Policy Sources

1. *Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities* (January 1992)
2. *Revised Policies for the Approval and Review of Off-Campus and Distance Learning Degree Programs* (July 1997)
3. *Redesign of Program Processes: A Shared Responsibility* (June 1999)

Appended Documents

Criteria for Approval of Off-Campus Programs

Additional References

1. *Distance Learning: Framework for a Comprehensive Consumer Information System,* (July 1997)
2. *Program Approval Standards and the Challenge of Distance Learning* (June 2001)
3. *Distance Learning Status Report* (June 2001)

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Summary of Policy Sources on Approval and Review of Programs

1. *A Master Plan for Postsecondary Education in Illinois* (February 1976)
2. *Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities* (January 1992)
3. Revised Policies for the Approval and Review of Off-Campus and Distance Learning Degree Programs (July 1997)
4. *Shared Coordination and Accountability* (September 1998)
5. *New Approaches to Program Approval and Review* (October 1998)
6. *Redesign of Program Processes: A Shared Responsibility* (June 1999)
7. *Redesign of Public Institution Academic Program Approval and Review Process* (April 2002)

b

V. BUDGET RECOMMENDATIONS

The Illinois Board of Higher Education has responsibility to recommend annually to the Governor and the General Assembly the budgetary needs of colleges and universities for operations and grants and for capital improvements.

Among the responsibilities of the Illinois Board of Higher Education, budget development represents the most direct mechanism by which the Board's policies and priorities influence programs and services on college and university campuses. Because of this link, budget development can be viewed as a primary means by which the state assists colleges and universities in responding to the changing goals and aspirations of students and the state's workforce needs.

A. REFOCUSING BUDGET DEVELOPMENT

The Board of Higher Education endorses the budget development process and encourages Illinois colleges, universities, and higher education agencies to assure that their processes and schedules are compatible with the state-level processes. (February 1999)

1. General Principles for Budget Development

The ultimate goal of budget development is to allocate resources in a manner that maximally achieves statewide strategic goals. Higher education budget development also should provide the Governor and General Assembly the opportunity to invest the resources needed to achieve statewide public policy goals. Within this context, budget development should incorporate the following principles.

Goal-Based and Accountable. Budget development should be driven by the strategic goals and priorities adopted by the Board of Higher Education after extensive consultation with the citizens of the state, the committees which formally advise the Board, college and university leaders, students, political leaders, and those who employ or otherwise engage students after they graduate. Statewide goals should be clearly articulated to institutions through policy initiatives and statewide and institutional performance standards. In other words, institutions should be given clear guidelines and performance measures so they can know when they are, and when they are not, advancing statewide goals. Resource allocation decisions should be made to support programs and activities that directly address statewide goals. Accountability for resources should be directly linked to institutional contributions in achieving statewide goals.

Responsive. Budget development should recognize changing economic and social conditions, and resource allocation decisions should support institutions in their efforts to respond to new and emerging priorities. Administrative requirements and processes should promote accountability and facilitate institutions in their ability to be responsive.

Incentive-Based. Incentives should be the principle means by which institutions are encouraged to help achieve statewide goals. Institutions also should receive incentives that encourage entrepreneurial activities and innovation and promote institutional effectiveness and efficiency.

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Recognize the Diversity of Institutions. Budget development should recognize different institutional missions. Resource allocation decisions should provide comparable treatment among comparable institutions yet recognize different resource requirements among institutions providing different levels of instruction, research, and service. Each institution also should be encouraged to address statewide goals in a manner that is consistent with its mission.

Stable, Yet Flexible. Budget development should be simple to understand and include stable resource allocation decision rules to promote long-term planning. At the same time, budget development should be flexible and aligned with other state-level policies and processes (e.g., the Illinois Commitment, program approval).

Division of Responsibility. Budget development should recognize the distinct, yet complementary, responsibilities of state-level budgeting and campus-level budgeting. The goal of state-level budgeting is to allocate resources to support broad statewide strategic goals. Campus-level budgeting provides for the specific allocation of resources to support campus level programs and services. (February 1999)

2. Overview of the Budget Process

The refocused budget development process builds upon many of the collaborative budgeting processes that have been used successfully for many years. It includes the development of a statewide budget context early in the budget process, wider participation in budget overview meetings, closer linkage of statewide strategic goals to budget recommendations, the use of performance measures to assess progress in achieving strategic goals, and the linking of budget recommendations to the results of that assessment. Each of these budget components is described in more detail later in this report.

The major sequential steps in annual budget development under this proposal are depicted in Figure 2 and consist of:

- development of a statewide budget context;
- submission of institutional budget requests;
- development of Board of Higher Education budget recommendations;
- Governor's budget;
- General Assembly action;
- campus budget allocations; and
- evaluating progress in achieving strategic goals.

Illinois higher education budget development generally takes place in three forums - campus budget development, coordinated by the board of trustees of the individual colleges and universities; statewide higher education budget development, coordinated by the Board of Higher Education; and Illinois state government budget development, proposed by the Governor and enacted by the General Assembly. Each of these processes makes an important contribution to implementing programs and services on campuses that address the state's highest needs.

Drawing from recent policy and analytical studies, the Budget Context report will inform institutions of statewide priorities prior to submitting their requests. Institutions will be able to base their requests on the statewide budget priorities consistent with their institutional

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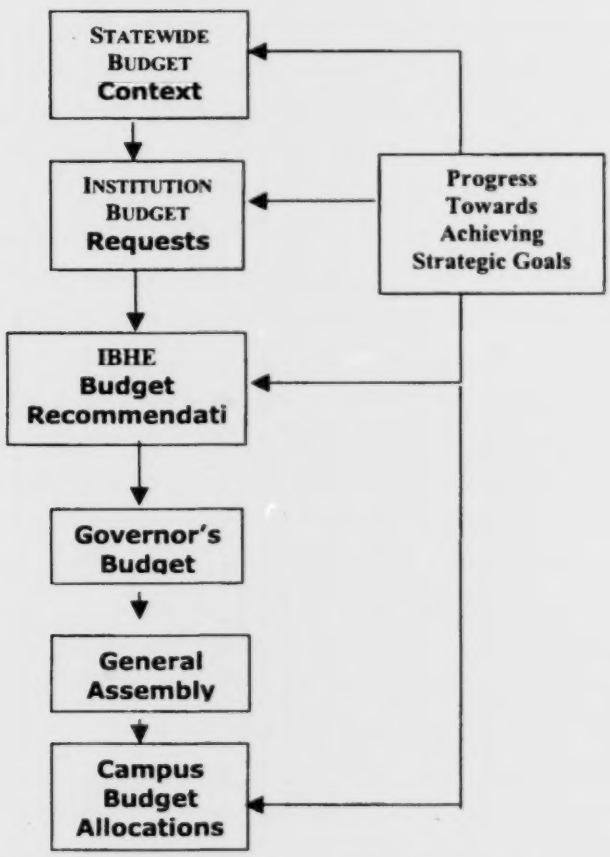
missions. The Board's budget recommendations will take into consideration both institutional requests and statewide strategic goals. Annually, institutional progress in achieving strategic goals will be evaluated to determine if previous resource commitments were having the desired results. (February 1999)

Figure 2
Overview of Budget Development



Sources:
Refocusing Higher Education Budget Development (February 1999)

B. Operations and Grants

1. Public Universities

Inflation. In its annual budget recommendations, the Illinois Board of Higher Education will consider the effects of inflation upon public universities, especially for salaries, the cost of commodities and services, and program support. (February 1976)

Cost Adjustments. When a public university is found to be significantly above the average level of state support per credit hour for the academic programs it offers, the Illinois Board of Higher Education shall recommend adjustments to reduce unit costs. Such recommendations shall be made with due regard for fixed costs and the rate at which budget reductions can be made without damage to the educational programs of the university. (July 1980)

When a public university is found to be significantly below the average level of state support per credit hour for the academic programs it offers, the budget planning policy of the Illinois Board of Higher Education shall be to recommend both additional resources for specific program needs and planned reductions in enrollments in order to achieve more adequate and equitable levels of per student support. In the implementation of planned reductions in enrollment, the following principles shall apply: any academically qualified Illinois resident shall be entitled to admission to the state university system, and the Illinois Board of Higher Education will continue to recommend and support the replacement of tuition dollars with General Revenue Fund dollars to state universities encouraged to establish enrollment targets. (July 1980)

Tuition Waivers. Undergraduate ~~institutional~~ discretionary tuition waivers shall be limited to three percent of the total of an institution's undergraduate tuition charged and waived. This policy does not include the following waivers: Civil Service Staff-University Employees, Civil Service Staff-Interinstitutional/Related Agencies, ~~Universities Civil Service employees~~, Gender Equity in Intercollegiate Athletics, and foreign exchange students. Tuition waivers may be awarded to eligible Civil Service employees of institutions according to the guidelines established by the Universities Civil Service Merit Board. (December 1988)

Auxiliary Enterprises. The General Assembly should continue to provide state support for the benefits provided to auxiliary enterprise employees and enact any legislation required to maintain such support. (November 1984)

Since fiscal year 1999, the Illinois Board of Higher Education has placed priority on recruiting and retaining critical faculty and staff at public universities. This initiative has provided funds to be used to recruit and retain employees in high demand areas; provide performance-based salary increases; provide incentives for early retirement programs; offset state-mandated early retirement costs; purchase equipment and remodeled laboratories to recruit new faculty; recruit minority faculty; and to support faculty and staff recruitment and retention programs. It is expected that institutions will match the new state resources allocated for this purpose.

2. Community Colleges

Resource requirements should be based on an analysis of projected resource needs and priorities for the community college system for the next fiscal year, using the latest systemwide weighted average unit cost and the higher of either the full-time-equivalent enrollments for the past fiscal year or the average full-time-equivalent enrollment for the past three fiscal years. This analysis should be limited to those courses where the district pays 50 percent or more of program costs from unrestricted revenue sources, with the exception of courses offered by contract with the Department of Corrections. Costs should be adjusted to reflect salary and price increases and other needs. Annually, the Illinois Community College Board should analyze unit costs and make adjustments if the

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analysis indicates an over or under commitment of resources to a funding category. Periodically, the needs and priorities for public service should be reviewed, and necessary adjustments should be reflected in resource requirements. When resource needs are identified by the Illinois Community College Board that cannot be appropriately distributed through ~~credit hour~~ base operating grants, these resource requirements would be distributed to individual districts based on appropriate parameters.

Standard local contributions should be determined to reflect statewide expectations for tuition, local tax revenues, and other federal, state, and local revenues. The total standard local contribution should be the sum of:

- The standard local tuition contribution determined each fiscal year as a policy decision; however, ~~the standard local tuition contribution should not exceed twenty percent of the statewide weighted average instructional costs for the budget year and~~ no tuition contribution should be included for credit hours in the adult basic and secondary education category.

- The standard local tax contribution based on total accrued tax revenues for the most recent historical year adjusted for collection losses~~,~~ and cash flow considerations~~, and revenues from non-district chargebacks~~. The growth rate of equalized assessed valuation for the past three years for which actual data are available should be used to project accrued tax revenues for both the budget year and the year preceding the budget year. The average accrued revenues for these two years should be used in the standard local tax contribution in order to provide for cash flow considerations. Equalization grants provided to districts that are unable to meet the standard tax contribution should be considered revenue towards meeting the standard defined above. Adjustments to the standard tax contribution should be made when necessary to compensate for statutory, judicial or constitutional changes that affect the local tax base.

- The standard local contribution from other state, federal, and local revenues would be equal to the percentage of total expenditures financed from these sources in the past year, ~~except that State Board of Education Department of Adult, Vocational and Technical Education~~ unrestricted vocational education grants should not be included in the standard local contribution but should be considered categorical support that is applied to the business, technical, and health ~~credit hour~~ base operating grant categories~~, and State Board of Education adult education grants should be considered categorical support for the adult basic and secondary education credit hour grant category~~.

Grants to support instruction should be distributed based on credit hours and gross square feet of facilities ~~, with vocational skills credit hours assigned to the appropriate business, technical, or health category, and general studies credit hours split among remedial, adult basic and secondary education, and all other general studies categories~~.

The ~~credit hour~~ base operating grant amount to be distributed to each category should equal total resource requirements per credit hour adjusted for categorical support per credit hour minus the total standard local contribution per credit hour.

~~Disadvantaged student grants should be distributed to each community college through allocation of a basic grant, with the remainder allocated to each district on the basis of credit hours in the remedial and adult basic and secondary education categories. Since~~

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~~disadvantaged student grants are included in the historical unit costs, it is necessary to apply an adjustment for this recurring amount to the unit cost of each credit hour grant category.~~

Any district whose local tax ability per in-district full-time-equivalent student falls below an equalization threshold should receive an equalization grant per in-district full-time-equivalent student equal to the difference between these two amounts. Local tax ability, including receipts from local property taxes and corporate personal property tax revenue, per in-district full-time-equivalent student should be the lower of the district's most recent actual local property tax plus corporate personal property tax replacement revenue equalized assessed valuation per in-district full-time-equivalent student or the two-year average, multiplied by the standard tax rate. The equalization threshold should be the accrued statewide tax revenue divided by the statewide in-district full-time-equivalent students for the past year.

~~Any district whose tax rate falls below the standard tax rate and whose tuition per full-time equivalent student exceeds twenty percent of the district's instructional cost per full-time equivalent student should receive an equalization grant equal to fifty percent of the amount per in district full time equivalent student needed to raise the district's most recent equalized assessed valuation multiplied by the district's tax rate plus any equalization grants up to the equalization threshold.~~

To qualify for equalization funding, a community college district must maintain a minimum required combined in-district tuition and universal fee rate per semester credit hour equal to 85 percent of the state-average combined rate, as determined by the Illinois Community College Board, and must maintain a minimum required operating tax rate equal to at least 95 percent of its maximum authorized tax rate.

~~Local districts should be permitted to levy a 17.5 cent per $100 equalized assessed valuation educational fund tax rate, a five cent per $100 equalized assessed valuation building and maintenance fund tax rate, and a one cent per $100 equalized assessed valuation tax rate designated for public service activities. Whenever these rates exceed the currently authorized maximum rates, local voters should be permitted to rescind the rate increase through referendum.~~

~~Once an appropriation bill for community colleges has been passed by the General Assembly and signed by the Governor, the entire appropriation should be distributed, but payouts should be made on a quarterly basis. (October 1979)~~

3. **Retirement**

The minimum annual state contribution to the State Universities Retirement System is required to be an amount that, when added to other sources of employer contributions, is sufficient to meet the normal cost of maintaining the system and increase the funding ratio to 90 percent over 50 years. (P.A. 88-0593)

4. Energy Consumption and Conservation

Each public university and community college should complete a detailed energy analysis of all major campus facilities, including planned dates for completion of operations and maintenance measures and proposed capital improvements for conserving energy. Periodic

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reports on progress toward reducing energy usage should be prepared and submitted to the appropriate governing board. (October 1983)

5. Aid to Independent Institutions

The Illinois Financial Assistance Act should be continued as a program of direct grants to independent colleges and universities, based on full-time-equivalent enrollments. The annual appropriation for this Act should recognize inflation so that the program continues to support a relatively constant proportion of independent college and university expenditures. (February 1976)

Sources

1. *A Master Plan for Postsecondary Education in Illinois*, (February 1976, as amended)
2. *Recommendations of the Committee to Study Community College Finance* (November 1979)
3. *Enrollment Targets for State Universities in Illinois* (July 1980)
4. *A Progress Report on Energy Consumption and Conservation in Illinois Public Universities and Community Colleges* (October 1983)
5. *State Support for Auxiliary Enterprise Employee Benefits* (November 1984)
6. *Public University Tuition and Fee Policies* (December 1988)

Related Reports

Recruiting and Retaining Critical Faculty and Staff (September 1998)

C. Capital Budget Recommendations

1. Space Use

The Illinois Board of Higher Education will collect data about facilities and space use in Illinois higher education institutions, including facilities for the education of health professionals, in its biennial space survey.

The Illinois Board of Higher Education will use space data in its review of requests from higher education institutions for new buildings and new building additions. In particular, requests for additional space will be analyzed to determine how they will affect the overall allocation of space in an institution, how they will affect the use of institutional space, and how they compare to similar institutions with respect to space available per student. (February 1976)

2. Facilities Priorities

The Illinois Board of Higher Education gives high priority to remodeling in higher education capital budget recommendations.

The Illinois Board of Higher Education will approve additional classroom and class laboratory space in public universities and community colleges only if there is a clearly demonstrated need in terms of such factors as special program requirements and use and condition of existing space.

The Illinois Board of Higher Education will approve construction of new facilities for public community colleges on the basis of enrollments, taking all permanent space and projected enrollments into account.

The Illinois Board of Higher Education will approve additional space for health professions education programs only when there is a clearly demonstrated need in terms of total use and condition of existing space and special program requirements.

The Illinois Board of Higher Education considers state participation in the debt retirement of revenue bonds for public university capital projects a low priority.

The Illinois Board of Higher Education will not approve construction of dormitories for commuter institutions.

The Illinois Board of Higher Education considers state participation in such facilities at community colleges as outdoor athletic and recreation fields, field houses, and spectator seating a low priority.

The Illinois Board of Higher Education considers the following factors, among others, before approving performing arts facilities at public universities and community colleges: institutional program directions, student body composition, campus type, and total allocation of institutional space. Public universities and community colleges should show evidence of having explored the possibility of cooperative arrangements with other institutions and agencies for the use of such facilities. (February 1976)

3. Noninstructional Capital Improvements

Illinois statutes require each state-supported higher education institution to submit its plans for noninstructional capital improvements to the Illinois Board of Higher Education (Board) for approval prior to making any final commitments related to the project. If the Board determines a project submitted for approval is inconsistent with the higher education master plan, the capital improvement is not to proceed. Statutes specify that noninstructional uses include, but are not limited to, dormitories, union buildings, field houses, stadia, other recreational facilities, and parking lots.

Noninstructional facility improvements generally are financed with the institution's local funds and provide for the construction, purchase, or improvement of facilities or properties used in whole or part for purposes other than classroom education. These improvements often are for auxiliary enterprises, operations that support the overall objectives of the institution but are not related directly to instruction or research. Private donations, federal grants, revenue bonds, and revenues from student and other user fees support auxiliary enterprise improvements and related operating and maintenance costs. Guidelines adopted by the Legislative Audit Commission prohibit the use of state appropriated funds for auxiliary enterprises unless authorized by specific enabling legislation or by an appropriation specifically for the auxiliary enterprise. [Guidelines for Submission of Requests for Approval are provided in the appendix.] (August 2002)

Sources

1. *A Master Plan for Postsecondary Education in Illinois*, (February 1976, as amended)
2. *Noninstructional Capital Project Guidelines* (August 2002)

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Appended Document

Guidelines for Submission of Requests for Approval of Noninstructional Capital Improvements

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, III. D. Keeping Costs Affordable

Summary of Sources on Budget Recommendations

1. *A Master Plan for Postsecondary Education in Illinois*, (February 1976)
2. *Recommendations of the Committee to Study Community College Finance* (November 1979)
3. *Enrollment Targets for State Universities in Illinois* (July 1980)
4. ~~*A Progress Report on Energy Consumption and Conservation in Illinois Public Universities and Community Colleges* (October 1983)~~
5. *State Support for Auxiliary Enterprise Employee Benefits* (November 1984)
6. *Public University Tuition and Fee Policies* (December 1988)
7. *Refocusing Higher Education Budget Development* (February 1999)
8. *Noninstructional Capital Project Guidelines* (August 2002)

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VI. GRANT ADMINISTRATION

The Illinois Board of Higher Education has responsibility to administer designated state and federal higher education grant programs: ~~such as~~ the state Higher Education Cooperation Act, the Health Services Education Grants Act, the Financial Assistance Act for Nonpublic Institutions of Higher Learning, Engineering Equipment Grants program, the Illinois Consortium for Educational Opportunity Act, the Cooperative Work Study Act, the Graduation Incentive Program, the State Matching Grant Program, and the federal ~~Dwight D. Eisenhower Professional Development~~ No Child Left Behind Program.

In administration of grant programs, the Illinois Board of Higher Education focuses on the goals of *The Illinois Commitment* and the extent to which the grant programs are collectively contributing to the achievement of these goals. The following administrative changes are intended to make the programs more effective in supporting priorities.

Financial Assistance Act and Health Education Grants. The Illinois Financial Assistance Act and the Health Services Education Grants Act should be restructured to emphasize access, retention and completion. Legislation will be initiated to allow the use of end-of-term enrollments (persistence) and/or degrees conferred (completion).

Higher Education Cooperation Act. Project categories within the Higher Education Cooperation Act (HECA) should be restructured into new categories tied directly to The Illinois Commitment and should be divided into two funding classifications—Enterprise (typically one to three years) and Renewable Grants (typically three to five years). Alternative funding methods should be developed for programs of long-term statewide significance.

Minority Fellowships. Incentives for participation in minority fellowships should be strengthened by initiating legislation to combine the two existing programs and allowing changes in stipend amounts. Rules changes should be initiated to address issues including recruitment and payback requirements.

Critical Workforce Grant Program. Legislation should be initiated to create a Critical Workforce Grant Program to respond to new workforce needs by supporting expansion or development of new educational programs in specific high-demand fields.

Administrative Processes. Administrative processes should be reduced and accountability strengthened for formula-driven grant programs by requiring performance measures, conducting periodic program audits, using common data collection instruments where possible, developing electronic methods for grant submission, and developing mechanisms for distribution of best practices. (February 2001)

Policy Source
Grant Program Realignments and Implementation (February 2001)

VII. AUTHORIZATION OF INDEPENDANT INSTITUTIONS

To approve or disapprove operating authority and degree-granting authority for independent colleges and universities operating in Illinois, to review institutions and programs periodically, and to revoke authorizations when necessary as specified in the *Illinois Compiled Statutes*;

It is the policy of this State to prevent deception of the public resulting from the offering, conferring and use of fraudulent or substandard degrees. Since degrees are constantly used by employers in judging the training of prospective employees, by public and private professional groups in determining qualifications for admission to and continuance of practice, and by the general public in assessing the extent of competence of persons engaged in a wide range of activities necessary to the general welfare, regulation by law of such evidences of academic achievement is in the public interest. To the same end, the protection of legitimate institutions and of those holding degrees from them is also in the public interest. (110 ILCS 1010/1)

[The criteria for approval of operating and degree granting authority for independent colleges and universities are appended.]

The Board of Higher Education endorses the passage of legislation that would create penalties for individuals who falsely hold themselves out as graduates of legitimate Illinois colleges and universities for the purpose of securing business, employment, or admission to legitimate academic institutions, and directs the Board of Higher Education staff to work with legislators to enact a law to this effect. (April 2002)

Policy Source
Proposed Legislation to Prohibit the Use of Fake Degrees (April 2002)

Appended Documents
Criteria for Approval of Operating and Degree Granting Authority for Independent Colleges and Universities

Related Sections of 2003 Compiled Master Plan Policies
Chapter 1, IV.C. Approval and Review of Off-Campus and Distance Learning Policies

Additional References
Review of Program Approval Statutes: The Private College Act and the Academic Degree Act (February 2002)

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VIII. INFORMATION SYSTEMS

The Illinois Board of Higher Education has the responsibility to "design and establish a State university and college information system to provide comprehensive, meaningful, and timely information pertinent to the formulation of decisions and recommendations by the Board." The data and analyses are used in decision making by institutions as well as by the Board.

Data collected and maintained by the Board, which has a statutory responsibility to establish a system of comprehensive, meaningful, and timely information about higher education, fall into three broad categories:

- demographic information about enrolled students and degree recipients
- faculty and staff information
- characteristics of individual colleges and universities.

The Board collects data through surveys of public and independent institutions; the Illinois Community College Board coordinates collection of information from and about public community colleges and supplies the appropriate data to the Illinois Board of Higher Education.

WEB-BASED CONSUMER INFORMATION SYSTEM

The Board of Higher Education hereby endorses the plan to begin construction of an Internet-based Consumer Information System by proceeding to implement Phase One activities ~~described in this item~~. The staff will develop a more detailed plan for implementation of Phases Two through Five of the ~~above-referenced~~ plan, including possible avenues for seeking funding and locating or developing necessary resources.

Phase One will involve the development of an IBHE web site designed to orient students to the higher education system by providing useful, general information to assist consumers in evaluating the legitimacy of educational opportunities advertised over the Internet. These initial-phase efforts are designed primarily to assist students who have a need to assess the validity of Internet-based degree programs originating from outside the state. Information presented will be limited to a text-based format. Such general information will include the following data elements:

- *What does state approval mean and what are its limitations?*
- *What is the difference between state approval and accreditation?*
- *What is the difference between regional and national accreditation?*
- *How does institutional accreditation differ from specialized program accreditation?*
- *When is specialized accreditation essential?*
- *Who accredits accrediting bodies?*
- *How can consumers check out an institution's accreditation claims?* (July 1998)

The Board of Higher Education shall establish a Web-based Consumer Information System that promotes access as well as consumer protection. The system will provide information about institutional programs and services. It will help students with special needs, such as students with disabilities, adult students, students living in underserved areas, minority

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students, and off-campus students. The Board will establish a council to provide ongoing advice about the kind of information that should be included on the system. (August 2001)

Policy Source

1. *An Internet-Based Higher Education Consumer Information System* (July 1998)
2. *Gateway to Success: Rethinking Access and Diversity for a New Century, Report of the Committee on Access and Diversity* (August 2001)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 1, IV.C. Approval and Review of Off-campus and Distance Learning Programs

Additional References

Distance Learning: Framework for a Comprehensive Consumer Information System (July 1997)

IX. OTHER

PRESIDENTS' AND CHANCELLORS' RESIDENCES

1. The primary purpose of presidents' and chancellors' residences is to provide a university setting conducive to cultural, social, and educational interchanges important to students, faculty members, university-related organizations, and dignitaries associated with the university community.

2. Each university governing board should adopt a formal policy on official residences, outlining the use and financing of the residences. The policy should impose limitations on construction, remodeling, furnishing, or refurbishing the residence if aggregate expenditures for the year (excluding utilities and custodial costs) exceed a given dollar amount. The policy should also require governing board approval of such budgets.

3. Legislation requiring Illinois Board of Higher Education approval for leases of capital facilities for scientific research and development exceeding five years should be expanded to include Illinois Board of Higher Education approval of leases for all presidents' and chancellors' residences. (September 1986)

ALCOHOL ABUSE AND ILLEGAL DRUG USE

1. Each public and independent college and university should establish explicit policies against illegal drug use and alcohol abuse consistent with institutional goals. Such policies should constitute a comprehensive approach to the problem and include provisions for education against illegal drug use and alcohol abuse for administrators, faculty, staff, and students; counseling and rehabilitation for those with illegal drug and alcohol abuse problems; and penalties for illegal drug use and alcohol abuse.

2. Colleges and universities should regularly conduct information programs about the importance of good health and the dangers of illegal drugs and alcohol abuse to the individual and society. The information should be designed for the benefit of administrators, faculty, staff, students, and members of the communities in which colleges and universities are located.

3. Colleges and universities should work cooperatively with and seek funding from the Illinois Department of Alcoholism and Substance Abuse and other agencies of state and federal governments to advance research into the problems of illegal drug use and alcohol abuse and to develop educational programs against illegal drug use and alcohol abuse. (May 1987)

Policy Sources

1. *A Report on Public University Presidents' and Chancellors' Residences* (September 1986)
2. *Illegal Drugs on Campus: Response to Senate Resolution 115* (May 1987)

CHAPTER 2

THE ILLINOIS COMMITMENT
PARTNERSHIPS, OPPORTUNITIES, AND EXCELLENCE

GOALS FOR ILLINOIS HIGHER EDUCATION

Illinois higher education is committed to meeting the challenges of the coming century. In July 1998, the Illinois Board of Higher Education began discussing a "citizens' agenda" for the coming decade to focus on the needs of the state and its residents. Through surveys and focus groups, meetings and interviews, reading and listening, the goals for higher education were refined and clarified. It was clear from these discussions that higher education needed to focus on partnerships, opportunities, and excellence and pursue the following goals:

1. Higher education will help Illinois business and industry sustain strong economic growth.

2. Higher education will join elementary and secondary education to improve teaching and learning at all levels.

3. No Illinois citizen will be denied an opportunity for a college education because of financial need.

4. Illinois will increase the number and diversity of citizens completing training and education programs.

5. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

The Illinois Commitment respects the diversity of Illinois higher education and the uniqueness of each system and institution. Each college and university will identify the ways it will contribute to achieving statewide goals and fulfilling *The Illinois Commitment*. All colleges, universities, and systems will also select institution-specific results or benchmarks and use them to measure their contributions. Institutions will report results annually, and a statewide "Results Report" will provide collective accountability. If progress toward certain goals is slow, the Board of Higher Education will focus its efforts toward achieving them, seeking new and creative solutions. As new ideas emerge or new challenges arise, the Board will pursue new initiatives. (February 1999)

The Illinois Commitment presents the comprehensive goals of Illinois higher education to meeting the needs of the state and serving its citizens. As the needs and conditions of Illinois and its citizens change, the Board of Higher Education may reexamine the goals for higher education and develop policies that meet new priorities and emerging challenges.

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The Illinois Commitment expands and builds upon goals related to the scope, structure and productivity of higher education in 1990.

Illinois higher education is committed to the following goals:

- Extending educational opportunities to all who qualify and assisting with the educational development of Illinois citizens of all ages to the limits of their capacities;
- Maintaining a diversity of public and independent institutions in order to provide Illinois citizens with choice among a wide range of educational opportunities to meet various individual and societal needs;
- Providing necessary services to help students learn and achieve personal growth;
- Contributing to public understanding of society's needs and problems and responding to such needs and problems when appropriate; and
- Assuring excellence by increasing the quality and cost effectiveness of all programs and services commensurate with the purposes and educational opportunities of diverse institutions. (May 1990)

~~The following Board of Higher Education policy objectives and priorities are consistent and should continue to be priorities in the 1990s:~~

~~Improving teaching and learning and strengthening undergraduate education;~~

~~Assisting with preparation of the workforce for the state's economy;~~

~~Improving minority student achievement;~~

~~Keeping the price of higher education affordable for the individual; and~~

~~Improving the use of all resources available to colleges and universities. (May 1990)~~

Policy Sources

1. *Scope, Structure, and Productivity of Illinois Higher Education* (May 1990)
2. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)

Reporting Requirements

Annual Results Report

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I. ECONOMIC GROWTH
***The Illinois Commitment* Goal 1**

Higher education will help Illinois business and industry sustain strong economic growth.

Higher education will be proactive and provide leadership, innovation, and creativity in a rapidly changing economic and social environment. Higher education also will be responsive to the needs of Illinois business and industry and will adapt quickly to change. Education and training programs will provide competencies in communication, problems solving, and teamwork as well as field-specific knowledge and skills

In research, higher education is seen as pushing the outer limits of knowledge and methods—creative, innovative, and resourceful. The benefits of research need to be brought swiftly to business and industry, to school classrooms, and to patients' bedsides. While Illinois residents, employers, and opinion leaders now overwhelmingly approve of the current efforts of colleges and universities, most recognize that higher education must develop new programs more quickly and update existing programs on a regular basis.

Higher education will not only respond to the need for well-trained workers, but also help figure out what those needs are now and what future needs will be. Higher education also will identify promising areas of research and bring together resources to solve scientific, technical, and social problems. The faculty and other professional staff of colleges and universities can provide professional expertise and practical, useful advice, and assist in developing new products and launching new businesses.

Actions

- Update instruction, curricula, and assessment on the basis of regular surveys of employers about what graduates need to know and need to be able to do.
- Expand opportunities for work-based learning and clinical experiences.
- Expand business-university partnerships to pursue promising areas of research in technology and other fields.
- Streamline program development and approval processes at campus and state levels to encourage innovation and risk-taking.
- Adjust the capacity of occupational and professional programs to keep the supply of graduates in balance with employment demand.
- Expand opportunities to advance knowledge in a broad range of fields through basic and applied research conducted by institutions with strong research missions.

Results and Accountability

- Annually increase the number of businesses and industries directly served by colleges and universities through education and training programs, public service, and research.
- Annually increase the number of graduates with the skills and knowledge needed to meet new or emerging occupational demand.
- By 2004, all occupational and professional programs will demonstrate through assessment that graduates possess the knowledge and skills necessary for success in the workplace.

Policy Source
The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999)

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A. Preparation of the Workforce

Preparation of the workforce is the shared responsibility of education and training agencies and programs, and requires the combined efforts of the public and private sectors. Primary, secondary, community college, and higher education with job training and economic development agencies developed joint goals for cooperative improvement of a unified workforce development system. (May 1996)

1. **All learners should achieve high standards of academic, analytical thinking, technical/professional, and employability skills so they are well prepared for employment and further education and training.**

~~The academic and higher order thinking skills of all learners will be improved by establishing learning standards for elementary and secondary education in order to improve the skills of all students starting at the earliest levels, establishing assessment and credentialing systems to measure and document student achievement of the learning standards, incorporating the learning standards and assessment systems into academic and occupational curricula, and establishing educational options for at-risk and out-of-school learners and learners with disabilities to achieve the same elementary and secondary learning standards and credentials as other learners.~~

~~The technical and employability skills of all learners will be improved by establishing skill standards that meet the requirements of the state's industries, are linked to learning standards, and are jointly developed by business, labor, and education; establishing assessment and credentialing systems to measure and document learner achievement of the skill standards; and incorporating the technical standards and assessment systems into technical and occupational programs.~~

~~The basic academic skills of adult learners will be improved by establishing learning standards for Adult Basic Education, Adult Secondary Education, and English as a Second Language programs that are comparable to the elementary and secondary learning standards; establishing adult education assessment and credentialing systems that are comparable to the assessment and credentialing of elementary and secondary academic skills; incorporating the adult education and English as a Second Language learning standards and assessment system into curriculum and instruction by all providers; supporting efforts to assist public assistance clients and school leavers to achieve adult education learning standards and credentials; and improving the quality, accessibility, and delivery of adult education and literacy programs through coordination among all adult education and literacy providers. (May 1996)~~

2. **Current workers should continuously upgrade their academic, technical/professional, and employability skills to assure the relevance of their skills to changing work requirements and their continued employability.**

~~The literacy level of the current workforce will be improved by continuing and increasing support for workplace literacy programs, and increasing the number of businesses and employees receiving needs assessment and workplace literacy or basic academic skill training.~~

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~~The technical/professional and employability skills of the current workforce will be continuously increased by improving the quality and delivery of customized needs assessment, training, and technical assistance to business in skills, work habits, and advanced management and production processes; increasing the state's capacity to provide these services; increasing the proficiency of the workforce through public/private college and university degree programs, seminars, and noncredit instruction in advanced theory, practice, and research; and expanding availability of off-campus baccalaureate completion and master's degree programs at locations convenient to placebound students and via telecommunications. (May 1996)~~

3. **All persons, including those not in the workforce, should have opportunities to access high quality career information and to participate equitably in education and training services to achieve the high levels of skill and knowledge necessary to increase the competitive advantage of Illinois businesses in the global marketplace.**

~~The quality and reliability of labor market information will be increased by developing new products to improve the quality, reliability, and usefulness of labor market information; enhancing existing career and labor market information products to improve their quality and useability; and participating in the development and maintenance of a nationwide system of state and local labor market information.~~

~~The availability and use of career planning information and guidance on labor market trends, technical and professional skill requirements, and education and training options will be expanded by engaging local Education to Careers Partnerships in sharing career information, including information on employment options and expectations, and providing workplace learning experiences; increasing the career information and guidance resources available to current and prospective students/learners, parents, teachers, trainers, and career guidance personnel through educational institutions, libraries, and via telecommunications networks, electronic databases, and the Internet; developing and enhancing systems to help all individuals access information to make informed career choices and education/training decisions and arrangements for referral to programs and services through the Illinois Employment and Training Center Network; and ensuring the quality of career guidance through continuing professional development of teachers, trainers, guidance personnel, and administrators at all levels of education and training in the use of career information and its integration into assessment and instruction.~~

~~Statewide education and training resources will be expended through the use of technology to improve learning and increase access to education and training that would not otherwise be available; integrating technology and computerized learning resources in education and training sites, such as schools, community colleges, public/private colleges and universities, businesses, Illinois Employment and Training centers, and job training sites; providing training and professional development in the effective use of learning technologies and telecommunications to teachers/faculty, trainers, businesses, and other education and training providers; increasing the number and use of two-way interactive audio and video classrooms in educational institutions, businesses and hospitals, and other education and training sites; and coordinating telecommunications and information technology initiatives across the state to create a technology infrastructure that maximizes statewide compatibility, connectivity, and access.~~

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~~Financial assistance options will be expanded for low-income learners to enter education and training programs; increasing awareness among students, parents, school personnel, and staff of the Illinois Employment and Training Centers of financial assistance options available to help students attend college; and providing financial assistance for economically disadvantaged youth and adults to participate in job training programs. (May 1996)~~

4. All learners should be able to make smooth transitions through the education and training system and into the workplace in order to attain personal and family economic self-sufficiency through rising real incomes and to improve the economic development of the state.

~~Transitions from education and training programs to work and further education and training will be facilitated by establishing the statewide Education to Careers transition system to ensure that all learners have high levels of academic and technical skills that meet employer needs, have both workplace and classroom experiences that connect education and training to work, and are prepared for employment or for further education and training; providing for acceptance of business training for credit in community colleges and public/private colleges and universities; providing universal public access to job search and placement services, including information and services to economically disadvantaged youth and adults, dislocated workers, and persons with disabilities, at Illinois Employment and Training Centers; improving and expanding second chance education and training programs to prepare at-risk and out-of-school youth to attain academic, occupational, and employability skills in order to obtain and retain employment; and expanding use of education and training programs by public assistance clients and persons with disabilities to increase the employability of those lacking job skills.~~

~~The transition of students from high school to community college programs to baccalaureate degree programs will be improved by implementing the Illinois Articulation Initiative's transferable General Education Core Curriculum developed through collaboration by community college and public/private college and university faculty and staff; continuing to develop and implement articulated curricula in professional and academic majors from the associate's degree to the baccalaureate degree; developing and implementing model articulated curricula in occupational and technical fields from high school to the community college associate of applied science degree and into related baccalaureate degrees; and examining barriers to the transition of high school graduates into postsecondary education and develop policies and practices to address them.~~

~~Barriers to the transition of learners and job seekers form education and training to work will be addressed by identifying barriers to the placement of individuals from school to work and developing mechanisms, policies, and practices to overcome them, and improving the availability of career information, employment listings, and placement services through Illinois Employment and Training Centers. (May 1996)~~

5. Learners throughout the education and training system should participate in programs that link classroom and workplace learning.

~~Workplace learning experiences at all levels of education and training will be expanded by reducing barriers to employer and labor union sponsorship of workplace learning and mentoring experiences for learners and implementing strategies to enable and encourage them to expand participation; supporting private sector apprenticeship programs by~~

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~~providing related technical and academic instruction; and increasing the number and quality of workplace experiences available to learners at all levels of education and training.~~

~~The ability of teachers, faculty, and trainers to help learners achieve high level academic and technical skills linked to workplace applications will be enhanced by reviewing current policies and procedures regarding the preparation, certification, and professional development of school personnel and recommending integrated state policy for enhanced teacher preparation, licensure, and inservice training; increasing and coordinating the availability, quality, and use of professional development opportunities for teachers/faculty, trainers, and staff in using academic, technical, and adult education standards, integrating academic and technical instruction, assessing student achievement of standards, designing complementary classroom and work-based learning experiences, and using new technologies in instruction; providing opportunities and incentives for employers and workplace learning supervisors to participate in professional development activities to connect classroom and workplace learning, use academic and technical skill standards, and teach and mentor learners; and providing professional development opportunities to providers of business related needs assessment and corresponding customized training services. (May 1996)~~

6. **All learners should be assured of the quality, efficiency, and accountability of workforce development programs**. (May 1996)

~~Quality and efficiency in workforce development programs will be fostered through statewide cooperation among business, labor, education, and job training partners by continuing to support improvement of the workforce development system through broad-based collaboration at the state and local level, including Education to Careers partnerships and Illinois Employment and Training Center partnerships; supporting activities of the Illinois Human Resource Development Council in areas of mandated responsibility; and supporting activities of the Joint Education Committee in areas of mandated responsibility.~~

~~Accountability systems will be expanded for education and training programs by designing and implementing the Illinois Common Performance Management System with performance based accountability, continuous improvement, and joint ownership among partner programs; expanding higher education accountability data and data sharing to improve monitoring of student progress; enhancing the public university and community college High School Feedback Reports for high schools to use to improve curricula; and reviewing Illinois workforce benchmarks developed to date and recommending enhancements and implementation strategies.~~

~~A system of quality assurance will be designed to certify training providers and/or training programs to use in qualifying providers and/or programs for the receipt of public funds to provide career preparation and workforce development activities, and developing a collaborative process to incorporate business expectations and educational standards into the certification system. (May 1996)~~

Policy Source
Strengthening Workforce Preparation: A Collaborative Action Plan (May 1996)

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Related Sections of 2003 Compiled Master Plan Policies
Chapter 2, Section II.C. College Readiness
Chapter 2, Section II.D. Admission Requirements and Remediation
Chapter 2, Section II.F. Transfer and Articulation

Additional References
Academic Program Development in the Context of Workplace Shortages (June 2002)

B. ACADEMIC PROGRAM DEVELOPMENT

The Illinois Board of Higher Education monitors the needs of employers for well-educated employees and provides periodic reports on the balance between the supply of people with appropriate educational backgrounds and the demands of employers. When shortages are identified, the Board places priority on expanding the capacity of existing programs or creating new programs to meet the needs of both students and employers.

1. Information Technology Workforce

The Illinois Board of Higher Education hereby reaffirms its commitment to addressing the state's need for trained information technology professionals. Public universities and community colleges should review curricula and programs and update them to be responsive to changing information technology needs of businesses and society. Public universities and community colleges should also collaborate with industry to match the capacity of programs to current and future demand. The Board will give priority to expansion of current programs and development of cooperative programs. (October 2000)

Policy Source
Status Report on Information Technology Workers 2000 (October 2000)

Additional References
Workforce Preparation Issues in Information Technology (July 1998)

~~1. **Engineering**~~

~~The correction of deficiencies in existing engineering education programs should be a high funding priority for engineering education in the state. Undergraduate enrollments should be expanded modestly in existing engineering education programs. Engineering education programs should give greater consideration to transfer students as a source for their enrollments. The Illinois Board of Higher Education recommends that institutions take immediate steps to increase the enrollment of Blacks and Hispanics in engineering education programs. Opportunities for continuing education for employed engineers should be increased.~~

~~**Policy Source**~~
~~*Recommendations for Engineering Education in Illinois* (January 1985)~~

3. HEALTH PROFESSIONS

- Illinois colleges and universities should provide high quality programs in the health professions to meet the needs of the citizens of the state and the health care industry for qualified health care professionals. Priority should be given to expanding educational opportunities in fields in which there are shortages of qualified personnel, particularly primary care providers, and to serving areas of the state that have been identified as having inadequate numbers of health professionals.

- Access, retention, and success of minority students in health professions programs should be expanded and improved.

- In fields where shortages of qualified professionals exist, priority should be placed on providing academic programs that prepare individuals for entry to the profession. Statewide capacity in entry-level programs should be monitored on a regular basis to assure that program capacity is in balance with occupational demand.

- Illinois colleges and universities should provide adequate capacity in programs that provide professional advancement opportunities for health care professionals and meet the need for qualified leadership in the health care industry. All institutions should cooperate in the development of articulated programs to enhance advancement opportunities. Illinois universities also should provide programs that prepare faculty for teaching in health education programs and support research and public service in health care disciplines.

- Colleges and universities are encouraged to develop cooperative initiatives with health care providers to develop programs, provide clinical experiences for students, provide professional development opportunities for faculty and health care providers, and share facilities and equipment.

- Because of the high cost of programs in many of the health professions, colleges and universities are encouraged to develop cooperative programs to extend access to and improve the quality of programs in the health professions, to provide educational opportunities in underserved areas through off-campus programs and telecommunications-based instructional delivery systems, to improve articulation among programs, and to reduce or eliminate programs in health professions in which the supply of graduates exceeds occupational demand.

- The Illinois Board of Higher Education should work cooperatively with other state agencies to ensure that policies and priorities in health professions education are consistent and mutually supportive across state agencies. (September 1993)

Policy Source

Policy Recommendations for Health Professions Education (September 1993)

Additional References

1. *Dental Education Study Status Report* (August 2001)
2. *Report on Dental Education: A Report to the Illinois General Assembly in Response to House Resolution 334 Phase II* (February 2002)
3. *Policies and Priorities for Health-Related Programs – Report from the Committee to*

Review Health Professions Education Programs (October 2003)

3. International Education

The Illinois Board of Higher Education hereby reaffirms the importance of the awareness of international issues and intercultural understanding among Illinois citizens through international education programs and activities. The Board encourages colleges and universities to further their efforts to contribute to the understanding of global perspectives. (March 1994)

Policy Source
Policy Recommendations on International Education (March 1994)

C. RESEARCH

1. Programs of basic and applied research, especially joint projects between business and higher education, should be supported as a high priority. Ways to hasten the dissemination of research findings should be devised in order to assist private enterprise in using new knowledge.

2. Information about the problem-solving capabilities of higher education institutions should be made available to private enterprises, and private enterprise should be encouraged to draw upon such resources.

3. New cooperative projects between institutions and business should be initiated to increase the sharing of such resources as highly trained personnel, new knowledge, and high cost equipment for training and research and to identify local or regional economic problems. (April 1983)

Policy Source
Implementation Measures for Higher Education's Role in Economic Development (April 1983)

Related Sections of 2003 Compiled Master Plan Policies
Chapter 2, Section V. F. Graduate Education

D. PUBLIC SERVICE

1. Public service efforts should be primarily of an educational nature and be related to the level of institutional academic offerings. Public service activities should be consistent with the program directions of the institution and should develop from institutional capabilities and priorities.

2. Institutions should closely articulate their various public service activities, programs, courses, and services with those of other institutions and agencies that may be affected by such efforts.

3. Cooperative public service efforts are encouraged within and among institutions, public and independent. Higher education institutions are encouraged to seek cooperative public service arrangements with public and private service agencies and organizations, as well.

4. Institutions should not ordinarily duplicate professional continuing education courses or programs traditionally offered under the purview of professional organizations or associations but should develop continuing professional education activities that complement those offered by professional organizations and associations and should co-sponsor such activities when this would strengthen the activities. Public institutions should usually conduct such efforts on a cost recovery basis.

5. To as great an extent as possible, public institutions should use user fees to pay for the costs of public service programs and activities. Public service pricing policies should be commensurate with the recipient's ability to pay. (February 1976)

Policy Source

A Master Plan for Postsecondary Education in Illinois (February 1976)

Summary of Policy Sources for Economic Growth Policies

1. *A Master Plan for Postsecondary Education in Illinois* (February 1976)
2. *Implementation Measures for Higher Education's Role in Economic Development* (April 1983)
3. ~~*Recommendations for Engineering Education in Illinois* (January 1985)~~
4. *Policy Recommendations for Health Professions Education* (September 1993)
5. *Strengthening Workforce Preparation: A Collaborative Action Plan* (May 1996)
6. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)
7. *Status Report on Information Technology Workers 2000* (October 2000)

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II. TEACHING AND LEARNING
***The Illinois Commitment* Goal 2**

Higher education will join elementary and secondary education to improve teaching and learning at all levels.

The preparation of teachers for Illinois' elementary and secondary schools is among the most important contributions that higher education can make to the well being of the state and its citizens. Research shows that the single most important factor in increasing student learning is the quality of the teacher—what students learn depends on what their teachers know. To improve the preparation and continuing professional development of teachers, higher education needs to form local partnerships with schools to develop support programs for new teachers and to provide opportunities for experienced teachers to update their skills and knowledge.

A second priority for all of education is the preparation of high school students for postsecondary training and education and for careers. Students who are poorly prepared for college are likely to spend more money and more time completing their degrees, if they even persist in their studies. They are more likely to be required to take remedial courses and less likely to succeed in college. This *is* higher education's problem. Higher education must now provide the remedial and developmental courses for students who are poorly prepared. Because higher education prepares the teachers who teach the students, it shares the responsibility when students haven't learned.

Actions

- Provide high school students access to high quality college-preparatory, Tech-Prep, and [Advanced Placement] courses and dual enrollment opportunities.
- Jointly develop measures of student achievement that are useful to students, parents, schools, colleges, and universities.
- Collaboratively raise standards for the initial preparation and continuing professional development of classroom teachers.
- Expand and support programs that foster higher educational aspirations and achievement among minority students.
- Increase student and teacher access to learning resources through high quality, high speed Internet connections and other technologies.

Results and Accountability

- Annually increase the number of high school students who complete the courses needed to prepare for college and for work, who complete Tech-Prep and AP courses, and who participate in dual enrollment programs.
- Annually reduce the number and percent of recent high school graduates who need remedial courses at colleges and universities.
- Annually increase the number of new teachers and improve the qualifications and skills they bring to the teaching profession.
- Annually increase the number of Master Teachers in Illinois, increasing from 36 in 1998 to 500 by 2002.

Policy Source
The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999)

A. Undergraduate Education Priorities and Responsibilities

The faculty, students, administrators, and governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education.

The statewide goals for improving undergraduate education are:

- strengthening the academic preparation of high school students for college admission,
- expanding access to higher education and improving students' chances for success in achieving their educational objectives,
- promoting excellence in undergraduate teaching and increasing interaction between faculty members and students,
- enhancing student involvement in and commitment to learning and academic achievement,
- emphasizing the centrality of general education to baccalaureate education, and
- establishing partnerships between associate and baccalaureate degree-granting institutions and their faculties to expand opportunities for students to complete the baccalaureate degree through transfer.

The Illinois Board of Higher Education will give priority to achieving these goals in the state-level processes of program approval, program review, and budget development.

Developing and securing the means and conditions necessary to achieve these goals must be a cooperative effort among colleges and universities, the Illinois Board of Higher Education, and state government. Within higher education, planning and resource allocation priorities at all levels should emphasize the improvement of undergraduate education and should provide incentives to improve undergraduate instruction. The Illinois Board of Higher Education will regularly examine the state-level policies and procedures for developing budget recommendations for public institutions and for program approval and review to assure that appropriate incentives are provided to institutions to improve the undergraduate educational experience. (September 1990)

Policy Source
Undergraduate Education: Report of the Committee on the Study of Undergraduate Education (September 1990)

B. P-16 Partnership for Educational Excellence

In Illinois, the State Board of Education, Community College Board, and Board of Higher Education share responsibility for the critical goal of improving the educational attainment of all Illinoisans. While individual commitments, initiatives and activities of the three boards will continue, a partnership will ensure that the whole is greater than the sum of the parts, and that new initiatives will be launched with a deliberate P-16 outlook to benefit students now and into the foreseeable future.

The Board of Higher Education hereby re-affirms its commitment to strengthening school-college partnerships as one means of increasing the educational attainment of Illinoisans. The Board of Higher Education endorses the long-term goals and

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immediate priorities for implementing an inter-agency P-16 Partnership and authorizes staff to proceed in these directions. (February 1999)

Within the context of the overarching goal of improving the educational achievement and overall educational attainment of Illinoisans, the long-term objectives of the Partnership are to:

- *establish and support achievement of uniformly high learning standards that are aligned across all educational levels,*
- *agree upon measurements of student achievement that are useful within and across educational levels,*
- *assure that every Illinois classroom has a qualified teacher, and*
- *assure that more students are ready for college and the workplace when they leave the Pre-K through 12 system and that more students stay in college to complete a certificate or degree.*

The recommended priorities for immediate action are:

- *smoothing the transition from high school to college (College-Ready Kids),*
- *improving the recruitment, preparation, and development of classroom teachers (Classroom-Ready Teachers), and*
- *expanding the use of technology to improve educational opportunities (Log-on Learning)* (February 1999)

The Board of Higher Education reaffirms its commitment to support the Joint Education Committee and its P-16 partners as they improve student preparation for colleges and the workforce, improve the quality of teachers in K-12 classrooms, and implement the new learning technologies to increase access, diversity, and quality at all levels. (October 2000)

Policy Sources
1. *P-16 Partnership for Educational Excellence* (February 1999)
2. *Update on P-16 Partnerships* (October 2000)

C. College Readiness

Since the mid-1980s, the Illinois Board of Higher Education has placed priority on improving the preparation of high school students for success in college. This priority is reflected in policies associated with several of the goals of *The Illinois Commitment*. To improve teaching and learning at all levels (Goal 2), the Board emphasized strengthening the preparation of high school students for postsecondary training and education for careers. Because well-prepared students are more likely to complete college and do so in a timely manner, good preparation can be a strategy for improving affordability (Goal 3). Appropriate preparation is also a key to success in college for minority students and others who have been under-represented in higher education (Goal 4) and improving the overall performance of students while in college (Goal 5).

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1. College Readiness Philosophy

The Board of Higher Education supports:

- significantly increasing the percentage of high school graduates who have the knowledge and skills for success in postsecondary education and the contemporary workplace.
- the early identification and provision of remediation services.
- aligning high school graduation requirements with college admission standards to better prepare students for the rigor of postsecondary study.
- developing statewide consensus on what constitutes minimum college level work and recommending to postsecondary institutions that all students failing to meet minimum standards be placed in remedial coursework.
- the collaborative development of a student record system that can share data across P-16 systems to improve policy, practice, and performance of Illinois students. (October 2001)

2. Admission Requirements

Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges of [the University] unless such student also has satisfactorily completed: at least 15 units of high school coursework from the following five categories:

4 years of English (emphasizing written and oral communications and literature);
3 years of social studies (emphasizing history and government);
3 years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming);
3 years of science (laboratory sciences); and
2 years of electives in foreign language, music, vocational education or art;

except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in the high school courses required for admission.

Institutions may also admit applicants who did not have an opportunity to complete the minimum college preparatory curriculum in high school, and educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and except that up to 3 of the 15 units of coursework required by paragraph (a) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described [above].

When allocating funds, local boards of education shall recognize their obligation to their students to offer the coursework required as listed above. (110 ILCS 305/8, 520/8e, 605/8g, 705/8g)

3. Prairie State Achievement Examination

The Illinois Board of Higher Education endorses the Prairie State Achievement Examination as a comprehensive test of what Illinois high school graduates should know and be able to do.

The Board calls upon Illinois' colleges and universities to consider the Prairie State Achievement Examination as one element influencing college admissions and, potentially, as a placement instrument. (June 2000)

Policy Sources

1. *Undergraduate Education: Report of the Committee on the Study of Undergraduate Education* (September 1990)
2. *Prairie State Achievement Examination* (June 2000)
3. *Improving College Readiness in Illinois: Philosophy and Agenda for Student Success* (October 2001)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 1, Section II.E. Join Education Committee
Chapter 2, Section IV.B. Gateway to Success

Additional References

1. *Investing in the Future: College Readiness in Illinois* (October 2000)
2. *Implementation of the Report on Access and Diversity: Development of Annual Report on Readiness for College and Work* (October 2001)

D. Provisional Admission and Remediation

1. Colleges and universities shall assist in improving the preparation of students by informing potential students, parents, and schools of expectations for adequate academic preparation and by assisting schools in strengthening the preparation of high school students.

2. Each college and university shall establish specific criteria for admission to baccalaureate and baccalaureate-transfer programs of applicants who do not meet the institution's requirements for regular admission.

3. In the development of policies and procedures for admission of students who do not meet their requirements for regular admission, colleges and universities should provide opportunities to applicants who did not have an opportunity to complete a college-preparatory curriculum in high school and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs tailored to meeting their needs. (September 1990)

Academic Support and Remediation

4. Colleges and universities should assure that the academic, social, and financial support services needed to maximize the opportunity for all students to succeed are provided throughout the college experience and should assure that students receive regular academic advising.

5. Colleges and universities should assure that the academic needs of all admitted students are identified through institutionally established assessment programs. Although community colleges should continue to play a leading role in remedial education, all colleges and universities should provide admitted students needed remedial coursework as identified through the institutional assessment process. Universities are encouraged to establish cooperative arrangements with community colleges to provide remedial coursework to university students with deficiencies in writing, reading, and mathematical skills.

6. Remediation at the postsecondary level is coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study. No credit toward degree completion shall be granted for remedial coursework.

7. Colleges and universities should provide recognition and development programs for faculty members involved in remedial programs and academic support services and should encourage the application of new technologies and research in learning and skill development that enhance work in these areas. (September 1990)

Feedback to High Schools

8. The statewide system for providing high schools information on the academic progress of undergraduate students shall be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system will be used to inform high schools of the progress and achievement of recent high school graduates in college and will provide the basis for cooperative efforts between schools and colleges and universities to strengthen the preparation of students. (September 1990)

Intercollegiate Athletics

9. Colleges and universities should treat participants in intercollegiate athletics similarly to other undergraduate students. Intercollegiate athletes should be recruited and admitted to academic programs in which they can be expected to succeed and should have regular access to classroom instruction, advising, academic services, and student life programs. Their academic progress and graduation pace and rate should be comparable to that of other undergraduates in the same academic programs. Colleges and universities should make available to students being recruited for athletic participation information on the progress, retention, and completion of cohorts of student athletes. (September 1990)

Policy Source
Undergraduate Education: Report of the Committee on the Study of Undergraduate Education (September 1990)

Related Sections of 2003 Compiled Master Plan Policies
Chapter 2, Section IV. B. Gateway to Success

E. Teacher Supply and Quality

Priorities

Higher education's priorities related to educational reform in Illinois should be:

- staff development,
- curriculum and instruction, and
- the preparation of new teachers.

Higher education activities to implement these priorities should be developed and carried out jointly through partnership arrangements with the schools. (July 1985)

Meeting Standards

1. The Board of Higher Education, working in partnership with the Illinois State Board of Education and the Illinois Community College Board, should require a passing score on the Illinois Test of Basic Skills as a condition for admission to all Illinois teacher preparation programs.

2. The Board of Higher Education, working in partnership with the Illinois State Board of Education and the Illinois Community College Board, should require a passing score on the subject-matter test used for certification as a prerequisite for student teaching in that field in all Illinois teacher preparation programs.

3. The Board of Higher Education should work with the Illinois State Board of Education and the Illinois Community College Board to establish policies and programs that will:

   - Ensure graduates of Illinois teacher education programs are able to teach to Illinois Learning Standards,
   - Use professional development funds to help the existing teaching force teach to Illinois Learning Standards,
   - Use technology and other means to reduce the number of teachers teaching outside their collegiate academic major.

   The Board of Higher Education encourages Illinois colleges and universities with teacher preparation programs to move steadily toward the goal of meeting or exceeding NCATE [National Council for Accreditation of Teacher Education] 2000 standards. (February 2002)

Policy Sources
1. *Priorities for Higher Education Initiatives for Better Schools* (July 1985)
2. *Teacher Preparation and Competency* (February 2002)

Related Sections of 2003 Master Plan Policies
Chapter 1, Section II.E. Joint Education Committee

Additional References
1. *Improving Illinois Educator Workforce: A Report to the Illinois General Assembly Prepared by the Joint Education Committee in Response to House Resolution 250* (December 2001)

F. TRANSFER AND ARTICULATION

Illinois General Education Core Curriculum

1. Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor. (September 1990)

2. Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

   - Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree). A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum. (September 1994)

   - Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum. (September 1994)

- Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum at an accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable all-campus lower-division general education requirements. (September 1994)

- Students admitted in transfer who have met program entry requirements and have satisfactorily completed courses described in an Illinois Articulation Initiative Baccalaureate Major Curriculum Recommendation at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable lower-division requirements for that specific major. Where admission is competitive, completion of a Baccalaureate Major Recommendation does not guarantee admission. (May 1997)

Academic Leadership for Transfer

3. Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

4. Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula. (September 1990)

Study of Trends

5. A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer. (September 1990)

Cooperation

6. Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment

to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

7. Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community. (September 1990)

Policy Sources

1. *Undergraduate Education: Report of the Committee on the Study of Undergraduate Education* (September 1990)
2. *Policies on Transfer and the General Education Core Curriculum* (September 1994)
3. *Undergraduate Education: Policies on Transfer and Articulation* (May 1997)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section III. Affordability
Chapter 2, Section IV. Access and Diversity

Reporting Requirements

Trends in Student Transfer and Degree Completion

G. Persistence and Degree Completion

1. **Principles:** Statewide initiatives and institutional efforts for improving persistence and degree completion should:

   - Complement continuing efforts to expand access and opportunity and to maintain affordability.
   - Accommodate the diverse educational objectives, attendance patterns, support needs of all students; and emphasize the value of life-long learning.
   - Recognize the differences in mission among sectors of higher education and individual institutions within each sector.
   - Strengthen and expand partnerships and cooperative agreements among colleges and universities and between higher education and elementary and secondary schools.
   - Give priority to the needs of Illinois higher education's diverse students and support the efforts of individual institutions and partnerships among institutions . (October 2001)

2. **Objectives for Persistence and Degree Completion**

   Higher education can improve persistence and degree completion while continuing to serve diverse students with an array of flexible programs and services. The following are

   - Increase the proportion of degree-seeking students who take true full-time course loads, make consistent academic progress, and complete associate and bachelor's degrees.
   - Increase the number of community college students who complete associate degrees and subsequently transfer to bachelor's degree programs.

- Increase the number and proportion of part-time students who maintain progress toward and attain their educational objectives.

- Increase the number of former college students who return to obtain additional educational credentials, acquire specific skills, or pursue personal interests.

3. Objectives for College Preparation

- Develop a statewide consensus on what constitutes the minimum level of college readiness.

- Increase the proportion of high school students who demonstrate college level readiness through rigorous preparation.

- Reduce the need for colleges and universities to provide remedial and developmental instruction for recent high school graduates. (October 2001)

4. Accountability

Accountability for graduation rates should be balanced with the State goals of participation and affordability. It is important that incentives for improving completion rates do not result in limiting access. Decreasing time to degree and increasing degree completion are separate and not necessarily complementary goals. Accountability measures should recognize the value of persistence and degree completion beyond customary time frames. The following definitions should be used in Illinois to monitor progress in improving persistence and degree completion.

- Persistence is a measure of an individual student's progress toward his or her defined educational objectives.

- Retention is a measure of an institution's ability to keep students enrolled until they achieve their educational objectives.

- Completion rate is the proportion of students who are admitted as degree-seeking students and receive a degree. (October 2001)

Policy Source

Success for Today's Students: A Report to the Illinois Board of Higher Education by the Commission on Persistence and Degree Completion (October 2001)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section III. Affordability
Chapter 2, Section IV. Access and Diversity

Additional References

***Increasing Educational Attainment* (October 2000)**

Summary of Policy Sources on Teaching and Learning

1. *Priorities for Higher Education Initiatives for Better Schools* (July 1985)
2. *Undergraduate Education: Report of the Committee on the Study of Undergraduate Education* (September 1990)
3. *Policies on Transfer and the General Education Core Curriculum* (September 1994)
4. *Undergraduate Education: Policies on Transfer and Articulation* (May 1997)
5. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)
6. *P-16 Partnership for Educational Excellence* (February 1999)
7. *Update on P-16 Partnerships* (October 2000)
8. *The Prairie State Achievement Examination: An Endorsement and Recommendation* (June 2000)
9. *Improving College Readiness in Illinois: Philosophy and Agenda for Student Success* (October 2001)
10. *Teacher Preparation and Competency* (February 2002)
11. *Success for Today's Students: A Report to the Illinois Board of Higher Education by the Commission on Persistence and Degree Completion* (October 2001)

III. AFFORDABILITY

***The Illinois Commitment* Goal 3**

No Illinois citizen will be denied an opportunity for a college education because of financial need.

Students and families make great sacrifices to attain the benefits of higher education. While students have a responsibility to prepare for college both academically and financially, higher education will assure that tuition and fees are in line with students' ability to pay.

Actions

- Ensure that net costs to students rise no faster than their ability to pay.
- Increase efforts to inform parents, students, and potential students of ways to save for college, of college costs, and of available student aid.
- Develop schedules, programs, and incentives to assure that students can achieve their academic objectives in a timely manner.
- Support efforts to shift the emphasis of federal student financial aid programs from loans to grants.
- Develop a consumer information system to help students make good educational choices.

Results and Accountability

- The net cost to students will increase no faster than their ability to pay.
- Annually increase retention and graduation rates while maintaining high academic standards.
- Annually increase the number of students enrolled from the lowest income categories.

Policy Source

The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999)

A. AFFORDABILITY GOALS

1. Colleges, universities, and their governing boards, the Board of Higher Education, and other higher education agencies should place high priority on making college affordable in decisions about resource allocations, academic preparation, academic progress, financial aid, tuition and fees, and other areas affecting access and choice.

2. The affordability of a college education depends on institutions' ability to control operational costs as well as students' and families' ability to pay. Institutions should continue to expand efforts to use resources effectively, improve productivity, and enhance the quality of educational programs and services.

3. College affordability is inextricably linked to academic preparation and college academic progress. Active cooperation and coordination across educational levels should be undertaken to ensure that students are academically prepared for college and can complete their college educations in an efficient manner.

4. The lack of financial resources should not be a barrier to higher education. State financial aid should be need-based and student-focused, and should recognize the wide variety of student educational goals and the diversity of educational programs and institutions available to students.

5. A college education should be affordable and accessible to all students. In order to maintain the affordability of a college education, students and their families should not be asked to assume a greater share of educational costs than they are now paying. Colleges and universities should make every effort to control increases in tuition and fee rates and other student costs and should establish multi-year plans that identify expected tuition and fee rate objectives. (November 1994)

Policy Source
Committee to Study Affordability: Report to the Board of Higher Education (November 1994)

B. Enhancing Academic Preparation and Performance

1. Illinois high school graduation requirements should be strengthened to be consistent with the Illinois Learning Standards and the ACT recommended core curriculum.

2. Monetary Award Program (MAP) grants should provide adequate funding for the coursework required for graduation. At a minimum, it should provide funding for a total of 135 hours of coursework to allow for remedial courses, non-transferability of certain credits between institutions, and majors that require more than the standard 120 hour requirement for graduation at most public four-year institutions. Payment for enrollment at two-year institutions should be limited to a maximum of 75 hours as part of the overall total of 135 hours.

3. The Illinois Virtual Campus (IVC) and its current participating institutions should study the feasibility of developing a *single* application and registration process for distance learners and also of developing policies and procedures for institutions to deliver common courses and common degree programs statewide. The Illinois Board of Higher Education (IBHE) should seek the necessary operating and capital funding from the Governor and General Assembly for effective implementation of this initiative. These policies and processes should ensure equal access to distance learning opportunities for low income and adult students. As such, the Illinois Student Assistance Commission (ISAC) should ensure that state financial aid policies and regulations do not create disincentives for students and institutions to participate in this initiative.

4. The "four-year completion guarantee" offered by some Illinois public universities should become available at all 12 public universities, with a two-year version offered at community colleges. Public universities should also provide an accelerated track whereby students in majors with several sequential courses can complete their degree in less than four years by attending school year-round and/or utilizing the IVC.

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5. In order to address factors affecting successful degree completion, the IBHE and ISAC should jointly assess the extent to which MAP recipients who enroll at community colleges are progressing toward achievement of their educational goals.

6. Costs to take student assessment exams such as the Advanced Placement (AP) program should be reimbursed by the state for low-income students who are able to obtain college credit as the result of taking the exam (including test-taking costs and test preparation materials). In addition, financial assistance should be provided for low-income high school students who participate in "dual enrollment" programs.

~~ENHANCING ACADEMIC PROGRESS AND LOWERING COLLEGE COSTS~~

~~Objectives for Enhancing Academic Progress~~

~~1. Statewide objectives for strengthening academic preparation for college and promoting collegiate academic progress in order to improve college affordability are:~~

- ~~to heighten awareness among students and families at elementary, middle, and high schools concerning the effect of academic preparation and sustained academic progress on educational costs and college success;~~
- ~~to increase cooperation and coordination among schools, colleges, and universities to strengthen academic preparation;~~
- ~~to expand opportunities available to high school students and nontraditional students to receive college credit;~~
- ~~to reduce institutional barriers to timely degree completion; and~~
- ~~to expand opportunities available to college students who can benefit from accelerated programs, as well as to students who must extend their studies beyond traditional time frames.~~

~~Information and Opportunities~~

~~2. Colleges, universities, and their governing boards and the Board of Higher Education, working with schools and other education agencies, should ensure that students and their families are aware that pursuing strong academic preparation and participating in accelerated programs in high school can reduce college costs, while poor preparation often results in greater expenditure of students' time and financial resources.~~

~~3. Schools should ensure that students are informed of the high school coursework that is required for college admission. High schools should disseminate to students and their families information about the success of their graduates in college.~~

~~4. Education at all levels should expand opportunities for high school students to improve their academic preparation and, if appropriate, to enroll in courses for college credit while in high school.~~

~~5. The Board of Higher Education shall work with other education agencies to identify any rules, regulations, or other barriers that inhibit students from taking courses for college credit while in high school.~~

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6. High schools, colleges, and universities should ensure that high school and entering college students and their families are aware of the need to plan, both academically and financially, to meet the total educational costs of their college educations. Colleges and universities should provide planning materials and develop computerized scheduling and curriculum monitoring systems to aid students in planning their academic programs over a multi-year period.

7. Each college and university should inform a potential student about his or her likelihood of success and the programs and services available. Students and their families should be advised about the importance of making appropriate choices among institutions and programs. (November 1994)

Persistence and Degree Completion

8. Colleges and universities should eliminate barriers to timely degree completion and make improvements in academic calendars, curriculum requirements, and course scheduling and sequencing, as needed, to facilitate timely degree completion. Institutions should seek to accommodate student changes in academic programs so that students changing majors, particularly in their freshmen and sophomore years, can complete their majors without prolonging their time to degree.

9. Colleges and universities should provide opportunities for students to accelerate degree completion, publicize these opportunities, and facilitate the efforts of students who seek to take advantage of them. Colleges and universities should establish programs that permit students to complete a baccalaureate program in less than four years.

10. College and university efforts to accelerate degree completion should address the needs of African American and Hispanic, adult, and place bound students, and any other student groups that historically have taken longer to complete their undergraduate degrees. Colleges and universities should also facilitate the academic progress of students enrolled in remedial programs and cooperatively develop programs for students enrolled in remedial programs at community colleges who intend to transfer to a four-year institution to complete their baccalaureate degrees.

11. The Illinois Board of Higher Education shall monitor, evaluate, and periodically report the results of efforts to improve precollegiate preparation and college academic progress. The Board should also make budget recommendations to further enhance precollege preparation and college academic progress. (November 1994)

Policy Source

Committee to Study Affordability: Report to the Board of Higher Education (November 1994)

Report and Recommendations of the Committee on Affordability (August 2003)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section II. C. College Readiness
Chapter 2, Section V. B. Gateway to Success

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C. ASSISTING NEEDY STUDENTS

7. Annual increases in funding requirements for the Monetary Award Program (MAP) should keep pace with projected increases in tuition and fees across all sectors. At a minimum, application processing should continue through mid-September for students seeking to enroll in the fall term. Ultimately, funding should be available to permit year-round processing if the state is to be responsive to the needs of all students, traditional and non-traditional.

8. Continue to ensure that MAP award amounts are sufficient to provide student choice among community colleges, public universities, and private institutions. At a minimum, increases in the MAP maximum award should equal or exceed average annual increases in public university tuition and fees.

9. The Illinois Incentive for Access Program (IIA) should be increased to provide awards of $1,000 to freshmen with no ability to pay for college and expanded to also include $500 for freshmen with very limited ability to pay for college.

10. ISAC should conduct further research and make recommendations on how to ensure that any changes in MAP award distribution improve affordability for students and families whose income levels place them in Illinois' lower three income quintiles and to reduce the amount of borrowing needed for freshman and sophomore students in those income quintiles.

11. At least 25 percent of the discretionary tuition waivers (dollar value) provided by public universities to undergraduate students should be allocated on the basis of student/family financial need, with a goal of increasing this proportion to 50 percent over time.

12. The distribution of state need-based aid should continue to be focused on students, not institutions, through a centralized program administered by ISAC.

13. The IBHE and ISAC should jointly conduct a review of all state student aid programs not primarily based on need to assess the efficiency and effectiveness of each in order to justify continued program funding.

14. Continually seek to simplify the financial aid application process in order to promote access while ensuring that adequate data are collected to safeguard state taxpayers' interests.

15. ISAC should coordinate current and future Web-based student outreach resources with IBHE, ICCB, ISBE, and others in order to simplify and streamline general outreach activities regarding college participation and financial aid, while also using more personal approaches to reach out to people historically under-represented in higher education.

~~**Objectives for Student Financial Aid**~~

~~1. Statewide objectives for student financial aid are:~~

- ~~to provide educational opportunities to all residents of the state irrespective of their financial status; and~~
- ~~to make a wide range of educational opportunities available to residents of the state, recognizing the diversity of student goals, educational programs, and institutions. (November 1994)~~

~~Need-Based Financial Aid~~

2. ~~State financial aid should be distributed to students on the basis of financial need.~~

3. ~~The Board of Higher Education and the Illinois Student Assistance Commission shall review programs that are not based on financial need to determine whether the purpose of these programs has been achieved, develop alternative means for achieving these purposes, and reallocate funds to need-based programs.~~

~~Information and Planning~~

4. ~~The Board of Higher Education, the Illinois Student Assistance Commission, and colleges, universities, and their governing boards should make every effort to ensure that all potential students, particularly minority and low-income students and their families, receive information about the availability of financial aid. (November 1994)~~

5. ~~Students and their families should be encouraged to plan ahead to pay for their college educations. The Illinois Student Assistance Commission and colleges and universities should present information to students and their families about their expected contributions and projected Pell and Monetary Award Program awards based on financial profiles.~~

6. ~~The Illinois Student Assistance Commission and colleges and universities should simplify the application and need evaluation processes and coordinate the administration of state student financial aid programs with federal, institutional, and private programs.~~

7. ~~The Board of Higher Education and the Illinois Student Assistance Commission shall monitor the impact of federal programs and institutional grant programs upon state programs and advocate changes in federal programs when they affect the administration or distribution of state student financial aid.~~

8. ~~Colleges and universities are encouraged to use institutional grants to promote retention of first and second year students and to reduce dependence upon loans, particularly for students who are academically at risk. The Illinois Board of Higher Education and the Illinois Student Assistance Commission shall examine the feasibility and impact of reallocating student financial aid resources to provide larger grants to first and second year students to promote retention and reduce loan burdens.~~

9. ~~Colleges and universities should evaluate all admission and operations procedures to ensure that such procedures do not impose unnecessary financial hardship nor discourage access for the neediest students. (November 1994)~~

~~Monetary Award Program~~

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~~10. An Illinois resident, enrolled at least half-time and attending an Illinois college or university, should be eligible to receive a Monetary Award. Students at proprietary institutions that grant degrees should be eligible for a Monetary Award.~~

~~11. The Monetary Award Program should support tuition and fee costs. Aid should be awarded according to student need and resources. Students should be eligible for a Monetary Award for five years of full-time or 10 years of half-time study.~~

~~12. The Monetary Award Program maximum award should increase annually at a rate that is consistent with reasonable increases in student tuition and fees. In making its annual recommendations for the maximum award, the Board of Higher Education should consider public and private tuition and fee increases, trends in instructional costs, and factors associated with students' ability to pay.~~

~~13. Application deadlines established for the Monetary Award Program should seek to facilitate student access.~~

~~14. The Board of Higher Education and the Illinois Student Assistance Commission, with the assistance of colleges and universities, shall use various means to evaluate the benefits and program costs of providing aid to students enrolled less than half time. (November 1994)~~

Policy Source

~~*Committee to Study Affordability: Report to the Board of Higher Education* (November 1994)~~

Report and Recommendations of the Committee on Affordability (August 2003)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section IV. Access and Diversity

D. KEEPING COSTS AFFORDABLE

16. Public universities should adopt tuition and fee programs that bring stability, predictability, and affordability to tuition and fee increases and that also provide the necessary financial resources for institutions to adequately address current and out-year institutional costs.

17. As higher education budget increases occur, MAP should be the highest priority for new funding to improve affordability and participation of low-income students in higher education. If budget decreases occur, MAP should be the highest priority to be spared funding reductions. Maintaining a stable base of support for institutional operating costs also helps to maintain an affordable system of higher education in Illinois. Thus, stable institutional funding should also be a high priority for the state.

18. The IBHE and ISAC shall develop a biennial "State of College Affordability in Illinois" report to be broadly distributed to the Governor, General Assembly, higher education institutions, K-12 schools, and the public that includes, among other items, an analysis of unmet student financial need for undergraduates by income quintile and sector, after MAP, Pell, and institutional grant aid are subtracted. This report should

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reflect the implementation status of recommendations of the Committee on Affordability.

19. Families should be made aware of the full cost of college attendance early on. As part of the "State of College Affordability in Illinois" report, IBHE and ISAC should publish a listing of the full cost of education for public and private institutions that subtracts out the average state subsidy per student at each institution to yield the "sticker price." This "sticker price" should then be further reduced by potential MAP, Pell Grant, and institutional grant aid received by students at each income quintile to yield a range of "net prices by family income." The maximum loan amount that may be acquired at each level should also be included to illustrate the personal financial resources required by families.

20. The IBHE should conduct an analysis of the impact of state statutes, rules, and reporting requirements on institutional costs and make recommendations to the Governor and General Assembly where additional efficiencies and streamlining can be attained to reduce related administrative costs while also ensuring accountability.

~~**Affordability Objectives**~~

~~1. Colleges' and universities' tuition decisions should support the following statewide goals:~~

- ~~to foster participation in and reduce barriers to higher education;~~
- ~~to assist students and families in planning and saving to meet higher education costs; and~~
- ~~to ensure that decisions about tuition and fee levels are included in planning and budget development at the campus, system, and state levels. (November 1994)~~

E. Tuition and Fee Policies

~~2. Governing boards, colleges, and universities should develop, and annually update, four-year plans for tuition and fees. In developing these plans, institutions should consider multiple factors such as students' ability to pay, inflationary indicators, instructional costs, and institutional resource needs. Planned changes in tuition and fees should be announced and published a year in advance of implementation so that students and families have time to prepare to meet increased costs. (November 1994)~~

3. ~~Governing boards for public institutions should include tuition rate changes and the resulting revenue changes in their annual state budget requests to the Board of Higher Education. Fee increases should also be reported with the budget request so that they may be considered in developing recommendations for student financial aid programs. (November 1994)~~

4. Governing boards should not create any new fees to finance instructional activities and should consult with students when increasing non-instructional fees. ~~Governing Boards should submit any proposal that includes new fees for noninstructional purposes or significantly restructures existing fee programs for review by a student advisory committee and to a student referendum. College and universities should make every effort to ensure that a sufficient number of students participate in any referendum concerning new fees or restructure fee programs so that the vote accurately reflects student opinion.~~ Fees for non-instructional activities include, but are not limited to,

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those supporting recreational facilities and activities, health and medical services, intercollegiate athletics, student transportation services, student publications, student union facilities, debt service, and student government and associations. (November 1994, revised August 2001)

5. Governing boards should ensure that campus processes for reviewing student fee proposals ensure continued, informed dialogue between institutional administrators and students. Consultation shall involve review by a student advisory committee, review by an elected student government, a referendum, or a combination thereof. (August 2001)

6. Governing boards should ensure that campuses adopt policies that: a) specify the manner in which students will be consulted on proposals that include new fees for noninstructional purposes or proposals that significantly restructure existing fee programs, b) provide a definition of student fees, c) provide for disclosure of fee information, and d) provide for cessation of fees when they have served their original purpose. Students should be consulted in the development of such policies. (August 2001)

7. Institutions should not shift costs from General Revenue funds, tuition, and other revenue sources to student fees. (November 1994)

8. Governing boards should examine how institutions can reduce reliance upon fees as a revenue source. The Board of Higher Education, working with colleges and universities and governing boards, should examine the nature and scope of student fees and consider alternative methods of maximizing benefits and reducing fee costs. (November 1994)

9. ~~The Board of Higher Education, in consultation with the Illinois Student Assistance Commission and colleges and universities, shall examine the utility and feasibility of collecting additional information to support decisions on tuition and fees and student financial aid, including information on family income of students attending colleges and universities and costs of instruction at all types of institutions. (November 1994)~~

10. ~~The Board of Higher Education shall annually publish and distribute to Illinois colleges, universities, and governing boards a report on college affordability. This report should present analyses of trends in tuition and fees, students' ability to pay, instructional costs, state support, and other information relevant to the setting of tuition and fee rates. (November 1994)~~

Policy Sources

~~*Committee to Study Affordability: Report to the Board of Higher Education* (November 1994)~~

1. *Proposed Changes to Student Fee Policies* (August 2001)
2. *Report and Recommendations of the Committee on Affordability* (August 2003)

Reporting Requirements

Annual Report on Affordability

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F. TUITION FOR OUT-OF-STATE STUDENTS

Undergraduate, graduate, and professional tuition rates for out-of-state students at Illinois public universities should approximate instructional costs in a university system. The most recent annual Discipline Cost Study shall be the basis for determining instructional cost. (December 1988)

Policy Source

Public University Tuition and Fee Policies (December 1988)

Summary of Policy Sources on Affordability

1. *Public University Tuition and Fee Policies* (December 1988)
2. *Committee to Study Affordability Report to the Board of Higher Education* (November 1994)
3. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)
4. *Proposed Changes to Student Fee Policies* (August 2001)
5. *Report and Recommendations of the Committee on Affordability* (August 2003)

IV. ACCESS AND DIVERSITY

The Illinois Commitment Goal 4

Illinois will increase the number and diversity of citizens completing training and education programs.

Illinois must become one of the best-educated states in the country. Educated citizens nurture business and industry and attract new enterprises. New businesses and industries attract better-educated individuals into the state—spiraling educational attainment and economic development upward. Educated states invest in the future—better schools, improved health care, and increased economic development. They can spend more on education and economic development because they spend less on corrections, welfare, and social services.

Capacity will be expanded to provide traditional college experiences for increasing numbers of recent high school graduates. Within the next decade, Illinois high school graduates are projected to increase by over 12 percent. Colleges and universities have frequently accommodated high and low tides of traditional students. However, meeting the diverse needs of so-called nontraditional students—people over 25, employed and unemployed; the poor; minorities; and non-English speakers whose ranks are growing faster than the traditional college-age population—is as important as meeting the needs of increased numbers of traditional students. Higher education will serve increasing numbers of both traditional and non-traditional students.

In a changing world, people need to continue learning forever, moving back and forth between education and work. Employers now emphasize the mastery of skills and knowledge—competency rather than degrees—while employees continue to seek credentials that they can carry from one job to another. While degrees and certificates are significant milestones in an *individual's* academic career and good measures of a state's education levels, continuous or lifelong learning, whether or not a credential is earned, is increasingly important for career advancement, civic involvement, and personal enrichment, as well as for increased productivity in the workplace.

Actions

- Create the technology infrastructure, new types of institutions, and new partnerships to expand access to education and training programs and services.
- Expand access to services, training, and academic programs particularly for non-traditional students—the employed, minority and older students, and economically disadvantaged.
- Identify "what works" for non-traditional students and support expansion of effective programs.
- Routinely conduct surveys of Illinois citizens and current students to identify and address their needs for programs and services.
- Smooth the transition from high school to college and from one college to another.
- Study the migration of college students and the migration of well-educated workers into and out of Illinois.
- Adjust capacity and program options to accommodate a 12 percent increase in high school graduates and a large increase in nontraditional students.

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Results and Accountability

- Annually increase the percentage of the Illinois population that has achieved each successive level of education and the percentage of minority graduates at each level of attainment.
- Annually increase the college-going rates of Illinois high school graduates.
- Annually increase the number of college and university students who earn a certificate or a degree and who do so in a timely manner, as appropriate to their circumstances and academic programs.
- Annually expand the number of Illinois adults enrolled in credit programs and non-credit training.

Policy Source

The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999)

A. Equal Opportunity and Affirmative Action

Planning

1. Every institution, agency, and board should assume the initiative for public accountability for its own affirmative action commitments and (a) develop a written affirmative action plan, (b) complete EEO-6 federal compliance reports of employee data for submission to the federal government and to the Illinois Board of Higher Education, and (c) issue an annual report on progress made in implementing affirmative action plans and goals. (February 1976)

2. Each institution, agency, and board should maintain an internal system of equitable grievance procedures for all employees, a written policy that states explicit salary and promotion criteria and sets forth procedures for recruitment and hiring, a biennial salary and promotion equalization program for all classifications of employees, and an on-campus advertising procedure for all employment opportunities. (February 1976)

3. Public universities and community colleges should develop institutional plans and goals to improve the participation and success of minority, female and disabled students in academic programs. Such plans should be submitted to the appropriate governing board for review and regular monitoring. (May 1986)

Goals and Strategies

4. An intensified and sustained commitment to increasing minority participation and success in Illinois higher education is required. Such a commitment includes increasing the number of minority employees and planning programs and allocating resources to achieve the following priorities:

   - assist schools with efforts to increase the high school completion rate for minorities;
   - prepare more minority high school students for baccalaureate degree programs;
   - increase the baccalaureate degree completion rate for minorities; and

- expand professional development opportunities for minorities in fields leading to graduate and professional degrees, especially in fields emphasizing mathematics and the sciences. (July 1985)

Sexual Harassment

5. The Board of Higher Education recognizes that sexual harassment exists in Illinois institutions of higher education and that such behavior is inconsistent with goals of higher education, and encourages its constituent institutions and boards to initiate actions which will address the problem and to report regularly on their effectiveness and success. (July 1990)

Reporting Requirements for Colleges and Universities

6. Public university governing boards and the Illinois Community College Board should report periodically to the Illinois Board of Higher Education assessments of progress toward institutional goals. Such reports should also include information on institutional research findings about the reasons for the success or failure of minority, female, and disabled students in academic programs. (May 1986)

~~7. The following reporting requirements are established for minority students:~~
- ~~Annual reports on the number of minority students enrolling, receiving financial aid, and receiving degrees for all community colleges combined, all public universities combined, and all independent institutions combined;~~
- ~~Annual reports on the number of minority students enrolling in each field of study for all community colleges combined, all public universities combined, and all independent institutions combined;~~
- ~~Annual reports on minority students enrolling in and receiving degrees by individual community colleges and public universities; and~~
- ~~Annual reports on special community college and public university programs or activities to achieve Illinois Board of Higher Education priorities for minority students. (May 1986)~~

~~8. The following reporting requirements are established for female students:~~
- ~~Annual reports on the numbers of female and male students enrolled in undergraduate and graduate education for all community colleges combined, all public universities combined, and all independent institutions combined; and~~
- ~~Annual reports on the numbers of female and male students receiving degrees in each field of study for all community colleges combined, all public universities combined, and all independent institutions combined. (May 6, 1986)~~

~~9. The following reporting requirements are established for students with disabilities:~~

- ~~Annual reports on the number of students with disabilities enrolled in community colleges and public universities, and~~
- ~~Annual reports on the number of community colleges and public universities providing special services for students with disabilities. (May 1986)~~

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Annual Report to the General Assembly

10. The Board of Higher Education shall report to the General Assembly and the Governor annually on or before the second Wednesday of January, beginning in 1989, with a description of the plans submitted by each public institution of higher education for implementation of Section 9.16 (Underrepresentation of Certain Groups in Higher Education) of the Board's enabling Act, including financial data relating to the most recent fiscal year expenditures for specific minority programs, the effectiveness of the methods and strategies developed by the Board in meeting the purposes of Section 9.16, the degree of compliance with Section 9.16 by each public institution of higher education as determined by the Board pursuant to its periodic review responsibilities, and the findings made by the Board in conducting its studies and monitoring student success as required by paragraph d) of Section 9.16.

11. With respect to each public institution of higher education such report also shall include, but need not be limited to, information with respect to each institution's minority program budget allocations; minority student admission, retention and graduation statistics; number of financial assistance awards to undergraduate and graduate minority students; and minority faculty representation. (110 ILCS 205/9.16)

Policy Sources

1. *A Master Plan for Postsecondary Education in Illinois* (February 1976)
2. *Priorities for Advancing Minority Participation in Higher Education* (July 1985)
3. *Procedures for Reports on Specific Student Groups in Illinois Higher Education* (May 1986)
4. *Staff Recommendations on Report of the Joint Committee on Minority Student Achievement* (May 1988)
5. Resolution on Sexual Harassment (July 1990)

Reporting Requirements

Annual Underrepresented Groups Report

B. GATEWAY TO SUCCESS

In 2001, the Illinois Board of Higher Education accepted the report of the Committee on Access and Diversity, which examined the challenges and recommended strategies for achieving the fourth goal of *The Illinois Commitment*.

Illinois will increase the number and diversity of citizens completing training and education programs.

The Committee focused on students with disabilities, adult students, students living in underserved areas, minority students and students with limited English proficiency. The report provided a comprehensive set of strategies for achieving this goal that addressed the following general objectives:

- Improving pre-collegiate preparation and transitions from high school to college.
- Enhancing opportunities through off-campus programs and technology-based instruction.
- Promoting persistence in college and degree completion.
- Expanding the use of technologies to promote persistence and success among students in need of special services and academic support.
- Assuring that potential students are well informed about the programs and services that are available to them.
- Supporting efforts of colleges and universities to improve the diversity of their students.
- Improving understanding of the factors that contribute to persistence and success of disadvantaged students.

The recommendations and strategies developed by the Committee on Access and Diversity are shown below.

1. Expand the Scope of Policies and Mechanisms that Address Access Needs

Improving Pre-collegiate Preparation and School to College Transition

The Board of Higher Education will introduce legislation that requires all high school students to take a college core curriculum.

The Board of Higher Education, the Illinois Community College Board, and the State Board of Education should work together to:

- Align high school curricula and graduation standards with higher education admissions requirements and learning expectations.
- Develop assessment and communication tools to inform students how well they are progressing in preparing for college.
- Create "college-like" courses for high school students that remedy academic deficiencies and model college level skills.

- Create an annual "Report on Readiness for College or Work" to inform the public about the academic skills of high school graduates and college freshmen. The report should provide indicators of college readiness of high school graduates, such as results from the Prairie State [Achievement] Examination and enrollment in pre-collegiate core courses, and indicators of academic achievement of students in their first year of college. (August 2001)

Expanding Commitments to Off-Campus Instruction

- In the development of technology-based instruction, public universities should place a high priority upon baccalaureate degree completion programs and programs that address the needs of diverse populations.
- The responsibilities of Illinois community colleges should be expanded to broaden access to computers and technology-based instruction and to provide information to local residents about educational opportunities at all degree levels.
- The Board of Higher Education shall undertake analysis and collect information about the types of technology-based programs for which there exists the greatest statewide and regional need and to identify the types of technology-based programs that most effectively address the needs of disadvantaged students.
- The Illinois Century Network shall work with state agencies and Illinois colleges and universities to broaden access to computers and technology-based instruction. (August 2001)

Providing the Right Kind of Access

The Board of Higher Education and Illinois colleges and universities shall develop model programs that seek to reduce first-year attrition among types of students who have had lower rates of degree completion. Working with Illinois colleges and universities, the Board shall develop "principles of effectiveness" that describe practices that have proven effective in reducing first-year attrition among such student populations. The Board will use grant funds to develop these model projects and will disseminate these principles across the state via the Annual Report on Underrepresented Groups and the Consumer Information System. Campus reviews of support programs that serve underrepresented groups shall assess, when appropriate, the effectiveness of these units in reducing student attrition during the first year of college. Campuses shall report on their best practices and effective programs in promoting first-year retention in the Annual Report on Underrepresented Groups. (August 2001)

Extending the Reach of Student Financial Aid

- The eligibility requirements of the Illinois Incentive for Access program should be expanded to fund students in the first year of college who have minimal financial resources.
- Eligibility requirements of the Monetary Award Program should be expanded to students registered less than half time. (August 2001)

2. More Fully Address the Access Needs of All Students

Students with Disabilities

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- The Board of Higher Education will appoint a committee to examine the feasibility and cost of establishing new processes that would facilitate the ability of students with disabilities to have timely access to published materials and textbooks. The committee will report to the Board on its findings by August, 2002.
- Illinois colleges and universities should ensure that the technology-based courses that they offer are accessible to all students, including students with disabilities.
- The Board of Higher Education, working with Illinois colleges and universities, will convene a conference on how access and persistence of students with disabilities can be improved by new and emerging assistive technologies.
- The Board of Higher Education will incorporate information about students with disabilities into its Baccalaureate Follow-Up Survey.
- In conducting campus audits of physical barriers to accessibility, Illinois colleges and universities shall seek the involvement and advice of students and staff with disabilities.
- Illinois colleges and universities shall recruit staff and students with disabilities. Public colleges and universities shall periodically include in their annual reports on underrepresented groups information on these recruitment efforts, highlighting model programs and effective practices. (August 2001)

Students with Limited-English Proficiency

The Illinois Board of Higher Education shall bring together educators from higher education institutions, secondary schools, and community-based organizations to consider how new technologies can best be used to strengthen the professional development of English as a Second Language and bilingual instructors. (August 2001)

3. Evaluate and Demonstrate How Diversity Promotes Learning in Higher Education Programs

Each public college and university should assess the efforts and success of its courses and programs to promote diversity and should incorporate such assessments into ongoing program review and academic planning processes. Such assessments should measure the benefits and learning outcomes that result from participation in diverse learning environments, as well as indicate how improvements in instructional and support programs might further enhance such benefits.

Each public college and university should periodically report to the Board of Higher Education on the benefits and learning outcomes of efforts to provide diversity in their higher education programs. The Board of Higher Education, through its annual report on underrepresented groups, shall report to the Governor and General Assembly about these efforts, highlighting model programs and effective practices. (August 2001)

4. Strengthen Statewide Efforts to Support Institutional Diversity

The Board of Higher Education encourages public colleges and universities to use academic and personal factors in admissions decisions in addition to high school class rank and standardized test scores.

The Board of Higher Education will work with Illinois colleges and universities to identify and develop mechanisms and procedures that can be used to support broader review of admissions criteria and closer scrutiny of individual applications. This Board and institutions will also identify costs that may be required to support changes in institutional admissions practices.

The Board of Higher Education will introduce legislation requesting the establishment of a Diversity Grants program. The program will have a graduate component to promote diversity among minority students, students with disabilities, and female students in engineering, science, and computer science programs. A smaller undergraduate component will support underrepresented students enrolled in fields in which diversity is low on campus and in the work force. Both components will be based on applications that will document student characteristics and abilities, as well as demonstrate how the award would help improve diversity within a particular program at the student's home institution. (August 2001)

5. Expand Outreach Efforts to Pre-collegiate Students to Promote Diversity

The Board of Higher Education and Illinois colleges and universities will meet with private organizations that have successfully increased the academic achievement and college-going rates of disadvantaged students for the purpose of identifying how Illinois higher education might best partner with and support their programs and activities. A grant program should be established to facilitate such public/private partnerships.

Illinois colleges and universities should make extensive efforts to recruit minority students by consulting a wide variety of sources that provide information about minority student achievement, such as test scores from the Prairie State Examination of the State Board of Education. (August 2001)

Policy Sources

Gateway to Success: Rethinking Access and Diversity for a New Century, Report of the Committee on Access and Diversity (August 2001)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 1, VIII. Information Systems
Chapter 2, Section IV.C. College Readiness
Chapter 2, Section III. Affordability

Reporting Requirements

Annual Report on Underrepresented Groups
Annual Report on Readiness

C. Faculty Diversity

The Illinois Board of Higher Education recognizes that student and faculty diversity enhances the education of all students and offers direct and indirect public benefits to our state and nation. Diverse learning environments positively affect students' critical thinking skills, their civic commitment, and preparation for work in a global economy, among other benefits. The Illinois Board of Higher Education and its public colleges and universities are committed to making the utmost efforts, and using all legal means, to advance diversity in higher education.

Public community colleges and universities should incorporate into their education mission and/or strategic plan a statement(s) that recognizes the educational importance of achieving diversity among students and faculty.

The Preparation and Development of a Diverse Faculty in Illinois

Illinois colleges and universities should encourage and inform underrepresented students about a career as a faculty member and should encourage and inform underrepresented graduate students about faculty opportunities and openings at Illinois two-year and four-year institutions.

The Illinois Board of Higher Education will work with Illinois colleges and universities to facilitate and support efforts to encourage and inform underrepresented students about a career as a faculty member and to encourage and inform underrepresented graduate students about faculty opportunities and openings at Illinois two-year and four-year institutions. The Illinois Board of Higher Education will assist staff at Illinois colleges and universities to identify strategies and practices that are effective in achieving these objectives, as well as to identify underrepresented students eligible for faculty positions.

Illinois colleges and universities should identify and professionally develop interested and appropriately-trained, underrepresented nontenure-track faculty for tenure-track positions and faculty careers. The Illinois Board of Higher Education will establish a statewide initiative that supports these institutional efforts.

The Illinois Board of Higher Education will establish a council to provide advice on effective practices, policies, and programs for increasing the number of underrepresented faculty at Illinois colleges and universities.

The Illinois Consortium for Educational Opportunities Program/ Illinois Minority Graduate Incentive Program

The Illinois Board of Higher Education will seek statutory authority to combine the Illinois Consortium for Educational Opportunities Program with the Illinois Minority Graduate Incentive Program. The Illinois Board of Higher Education will appoint the Board for the new combined program, which will be composed of 15 members who have been successful in increasing faculty diversity on their own campuses and in Illinois higher education. Participating institutions that have demonstrated a proven commitment to faculty diversity will be given

special consideration for board membership. Members and/or staff from the Illinois Committee on Black Concerns in Higher Education, the Illinois Latino Council for Higher Education, the Illinois Board of Higher Education, and the Illinois Community College Board will have representation on the board which will also have representatives from each of the higher education sectors.

Other changes to be made in the new, combined program:

- Establishing subcommittees for review of fellowship applications and selection of awards, as well as for other purposes and needs determined by the Board.
- Establishing new fellowship criteria that prioritize awards, giving preference to: doctoral and master's applicants entering fields with low diversity and high demand; applicants receiving strong support from their sponsoring higher education institutions, such as the offering of teaching fellowships and internships; and applicants from sponsoring institutions that have a good record in placing program fellows and hiring minority faculty.
- Requiring graduating fellows to complete an exit interview that provides the names of in-state institutions from which they received interviews and job offers.
- Requiring participating institutions to report annually on efforts to hire or secure in-state placement of program fellows and hire other minority faculty.

Search and Hiring Process

The Illinois Board of Higher Education will assist colleges and universities to reexamine and strengthen their search and hiring processes. The Board will facilitate college and university access to information and search professionals to help them develop strategies for diversifying their faculty.

Campus Climate

Public colleges and universities should develop means for measuring the climate for female, minority, and disabled faculty on their campus and report the results of these assessments, and subsequent actions taken, to the Illinois Board of Higher Education as part of the Underrepresented Groups report. The Board will facilitate the coordination and development of these institutional assessments and reports.

Accountability

Public colleges and universities should ensure that there exists an effective procedure on their campus for responding to the needs of faculty with disabilities. Institutions should assign responsibility for addressing faculty requests to a campus administrator, not a department chair. The responsible official should have both the knowledge and resources to ensure a "reasonable accommodation" in a timely manner. Faculty should receive at the time of hiring information about what is meant by reasonable accommodation, as well as the procedure they should follow to make an accommodation request.

Colleges and universities should report information on underrepresented faculty to the Illinois Board of Higher Education each year, instead of every other year. The Annual Report to the Governor and General Assembly on Underrepresented Groups will publish information on faculty

by institution, as well as by education sector, and will include information on new faculty hires and total faculty for each underrepresented group.

Policy Source
Opportunities for Leadership: Strategies for Improving Faculty Diversity (August 2003)

D. STUDENTS CALLED TO ACTIVE MILITARY SERVICE

Illinois, public and private colleges and universities and the Illinois Student Assistance Commission are working to protect student members of the Illinois National Guard or Armed Forces Reserves who are called into active military duty. The institutional and agency policies that have been reviewed indicate that students will not be penalized, either financially or academically, for their participation in military service.

The Illinois Board of Higher Education recognizes and appreciates institutional and agency efforts to accommodate students called into active military duty and encourages institutions and agencies to continue these efforts so no student is adversely affected. (December 2001)

Policy Source
Policies Concerning Students Called to Active Military Service (December 2001)

Summary of Policy Sources on Access and Diversity

1. *A Master Plan for Postsecondary Education in Illinois* (February 1976)
2. *Priorities for Advancing Minority Participation in Higher Education* (July 1985)
3. *Procedures for Reports on Specific Student Groups in Illinois Higher Education* (May 1986)
4. *Staff Recommendations on Report of the Joint Committee on Minority Student Achievement* (May 1988)
5. Resolution on Sexual Harassment (July 1990)
6. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)
7. *Gateway to Success: Rethinking Access and Diversity for a New Century, Report of the Committee on Access and Diversity* (August 2001)
8. *Policies Concerning Students Called to Active Military Service* (December 2001)
9. *Opportunities for Leadership: Strategies for Improving Faculty Diversity* (August 2003)

V. HIGH EXPECTATIONS AND QUALITY
***The Illinois Commitment* Goal 5**

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Higher education will hold its students to even higher expectations and assess achievement of these higher standards. Assessment results will be used to improve teaching and learning and to help students find the academic assistance they need.

As higher education uses technology to extend access and develops programs to meet emerging needs, new ways of maintaining and protecting the quality of instruction and the academic integrity of programs will be developed.

As quality is enhanced and expectations raised, colleges and universities will be more responsive to students and their needs. Teaching and learning will be the focus of redesigned administrative and academic services.

Actions

- Provide support and incentives for development of assessment tools, benchmarking, and quality assurance processes.
- Develop a new definition of quality that requires all programs to be state-of-the-art and relevant to life and work, as appropriate to the academic discipline.
- Integrate awareness of civic and professional ethics and responsibilities into programs, courses, and work experiences.
- Create new programs and revise existing programs in response to societal, student, and workforce needs.
- Improve each institution's ability to attract and retain high quality faculty and staff, including individuals from diverse backgrounds.
- Encourage and support programs that enhance understanding of diverse cultures and international perspectives.
- Increase the ability of faculty to effectively use technology in teaching and learning.

Results and Accountability

- By 2004, all academic programs will systematically assess student learning and use assessment results to improve programs.
- Annually increase the pass rates of Illinois students on nationally standardized tests and licensure examinations.
- Annually increase the placement of graduates in careers appropriate to their education and training.
- Increase the satisfaction of employers with the job preparation of graduates.

Policy Source

The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999)

A. National Report Card – Next Steps

The Board of Higher Education is committed to sustaining Illinois' preeminence in higher education as measured by the national report card, which is consistent with the goals of *The Illinois Commitment*. The Board asks the Illinois elementary/secondary and higher education communities to join in the effort to reach this goal. (February 2001)

Policy Source
National Report Card – Next Steps (February 2001)

B. Student Achievement, Scholarship, and General Education

Objectives

1. To enhance the undergraduate educational experience, colleges and universities should promote excellence in undergraduate teaching, interaction between faculty and students, student involvement in and commitment to learning and academic achievement, and the centrality of general education to baccalaureate education.

Student Assessment and Program Review

2. Colleges and universities should define the objectives of the general education and the program major portions of the undergraduate curriculum and expectations for the development of baccalaureate-level skills, establish time frames for students to achieve these objectives and expectations, and communicate to students the rationale for and importance of these objectives and expectations. Student responsibilities in achieving these objectives and expectations should be emphasized in academic advising.

3. Colleges and universities should conduct regular reviews of the undergraduate educational experience. These reviews should include the undergraduate curriculum (general education, program majors, and the development of baccalaureate-level skills) and the quality of teaching and the learning environment, academic and student support services, and institutional policies and procedures affecting undergraduate students. The findings and conclusions of these reviews should be reported to the Illinois Board of Higher Education.

4. Each college and university should assess individual student progress in achieving its objectives for general education, the major, and the development of baccalaureate-level skills in order to promote the success of all students. It is expected that colleges and universities will assess student progress at appropriate intervals and that assessment results will be used to reinforce the maintenance of academic standards and to improve the undergraduate educational experience. The results of the assessment of student progress should be incorporated into program review.

Monitoring Trends

5. The statewide system for monitoring the academic progress, retention, and completion of cohorts of undergraduate students will be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information should serve

as the basis for the regular review and improvement of the undergraduate curricula and support services of colleges and universities.

6. The Illinois Board of Higher Education will use institutional trends in student progress, retention, and completion; campus-level reviews of the undergraduate educational experience; and other information to monitor statewide trends in student achievement in, resource commitments to, and program quality results of undergraduate education. In cooperation with colleges and universities, the Illinois Board of Higher Education will use these state-level analyses to make necessary modifications in state policies on undergraduate education. (September 1990)

Policy Source

Undergraduate Education: Report of the Committee on the Study of Undergraduate Education (September 1990)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Teaching and Learning

C. Assessment of Student Learning

The Illinois Board of Higher Education approves implementation of procedures designed to ensure assessment of student learning in all undergraduate, general education and graduate programs.

The Illinois Board of Higher Education defines assessment of student learning in all programs as the systematic (at different points throughout the program, including end-of-program evaluation) determination of what students know and are able to do as a result of completing a unique program of study. This assessment should include multiple qualitative and quantitative measures of student learning. These assessment results must then be used to improve the quality of curriculum, teaching, and student learning.

The Illinois Board of Higher Education approves the following key elements for assessment of student learning in all undergraduate (including general education) and graduate programs:

- A statement of program goals and intended student learning outcomes developed by each program's faculty that reflects uniqueness of that program.
- Systematic (at different points throughout the program, including end-of-program evaluation) assessment of student learning that uses multiple qualitative and quantitative measures and reflects the uniqueness of academic programs and disciplines (e.g., evaluation of capstone experiences, internships, portfolios, and other types of performance measurements; performance on standardized, locally-developed, or professional licensure and certification exams).
- Feedback gathered from key stakeholders—current students, alumni, and employers of graduates, graduate schools, etc., (e.g., surveys of student and alumni satisfaction; alumni job placement information; employer satisfaction).

- Evidence of a formal and effective feedback/improvement mechanism, i.e., that the program faculty are engaged in a regular assessment and review process, and that *the assessment of student learning and stakeholder feedback are used to improve curriculum, instruction, and learning.*

- Findings and recommendations for improvement are monitored by the institution for results at least yearly.

- Assessment and improvement results are submitted to the Illinois Board of Higher Education as part of an institution's normal schedule for reporting Program Review findings and recommendations, which are appended to the Institutional Results Report.

To further the priorities of assessing student learning, quality, and accountability, the Illinois Board of Higher Education endorses participation in the National Forum on College- Level Learning pilot project sponsored by The Pew Charitable Trusts for the purpose of securing state-level information on student learning and to facilitate development of a test model for the collection of comparable college-level learning information across states. (February 2003)

Policy Source
Quality Assurance and Accountability (February 2003)

Additional References
Putting Students First: Assessing Master of Student Learning

D. Faculty and Excellence in Teaching

Challenges

1. Colleges and universities should give increased attention to the emerging challenges to faculty and excellence in teaching: the changing composition of the faculty, new roles for faculty members, the changing characteristics of the student body, and new methods for the delivery of instruction. Each college and university should also give increased attention to keeping the public informed about its mission and priorities and its commitment to excellence in teaching and to undergraduate education.

Teaching and Scholarship

2. Each college and university should assure that faculty members are well prepared to teach. Doctoral degree-granting institutions should provide supervised teaching opportunities to develop the teaching skills of graduate students who plan academic careers. Colleges and universities should also make special efforts to emphasize the importance of instruction in orientation programs for new faculty members, to assist classroom instructors in developing their teaching skills, and to integrate part-time faculty members into the academic processes of the institution.

3. Proficient scholar-teachers are essential to the improvement of undergraduate education. Each faculty member should engage in scholarship and keep abreast of developments in the discipline through such activities as continuing study in the

discipline and related disciplines, designing new courses, authoring works that synthesize and clarify developments in the field, or participating in professional activities, as well as through research and creative activity. Each faculty member should also keep abreast of developments in teaching techniques and in the teaching and learning process.

4. Faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow and develop in their instructional and scholarly roles. Opportunities should be provided not only for course and curriculum development, but also for the improvement of instructional strategies and the incorporation of baccalaureate-level skills (i.e., communication, mathematical, and critical and analytical thinking skills) into baccalaureate coursework. Faculty members should also be assisted in seeking formal and informal feedback from peers and students on teaching effectiveness.

Recognition and Rewards

5. Colleges and universities should assure that the importance of undergraduate teaching and advising is recognized through formal acknowledgment of outstanding contributions and through criteria used in faculty appointment, salary, promotion, and tenure decisions.

6. Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research, and public service. This balance should include the assignment of the institution's most effective teachers to undergraduate courses, particularly lower-division courses.

7. Because faculty members play a key role in program improvement, an evaluation of the policies and practices that provide the conditions for faculty members to enhance undergraduate instruction should be incorporated into the program review process at both the state and institutional levels. (September 1990)

Policy Source

Undergraduate Education: Report of the Committee on the Study of Undergraduate Education (September 1990)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section I. C. Research

E. Non-Tenure Track Faculty

Principles

1. Illinois public colleges and universities should monitor hiring and seek to ensure that the balance between tenured/tenure track and nontenure track is educationally appropriate.

2. Illinois public colleges and universities should look for opportunities to combine part-time positions.

Compensation and Employment Conditions

3. Illinois public colleges and universities should ensure that faculty that are paid at a part-time rate do, in fact, work part time. Nontenure-track faculty that work near or at a full-time rate should receive higher rates of pay than other truly part-time faculty.

4. Illinois public colleges and universities should establish campus workload and compensation policies for nontenure-faculty. These policies should provide guidance to deans and department chairs and identify criteria that should be considered in setting compensation rates. These policies should also seek to eliminate inequities among nontenure-track faculty of similar responsibilities and profiles.

5. Illinois public colleges and universities should compensate nontenure-track faculty in a manner that recognizes and rewards performance, among other factors, and the continued contribution of nontenure-track faculty to their department and institution.

6. Illinois public colleges and universities should provide contractual commitments and assurances to nontenure-track faculty that are commensurate with their long-term roles, responsibilities, and contributions to the institution.

Professional Development and Involvement

7. Illinois public colleges and universities should actively assist the efforts of nontenure-track faculty to develop the knowledge and skills they need to be more effective teachers. All nontenure-track faculty should receive a written, annual performance evaluation.

8. Illinois public colleges and universities should involve nontenure-track faculty in departmental and campus-wide meetings and decision-making bodies.

9. Illinois public colleges and universities should provide resources to nontenure-track faculty so they can perform their assigned duties in a professional manner and have opportunities to interact with students outside of class. Institutions should ensure that students are not disadvantaged by the resources allocated to nontenure-track faculty.

10. Illinois public colleges and universities should establish campus-wide policies, programs, and practices that support the development of nontenure-track faculty.

11. Illinois public colleges and universities should establish plans that identify short-term and long-term goals, objectives, and strategies for developing and making the best use of nontenure-track faculty and that implement the Board's policies for nontenure-track faculty. Institutions should transmit these plans to the Board by December 31, 2002. (April 2002)

Policy Source
All Faculty Matter! A Study of Nontenure-Track Faculty at Illinois Public Colleges and Universities (April 2002)

F. GRADUATE EDUCATION

Principles

1. Strong graduate education programs contribute to the cultural, social and economic well being and progress of citizens of the state. The Board of Higher Education and colleges and universities should seek to ensure that graduate programs are available in Illinois and that new needs are identified and addressed. At the same time, since graduate education programs are expensive, especially at the doctoral level, the Board and universities should carefully review new program proposals and existing programs to ensure that they address important needs in the state and can effectively meet these needs. New doctoral programs at public universities should be approved only when need can be clearly established based on an examination of existing doctoral capacity, student demand, occupational trends, and the importance of anticipated outcomes associated with the program.

2. Given the direct and indirect impact that graduate education has upon social and cultural life, economic development, and professions in the state, it is essential that graduate programs be of high quality. Graduate programs should be able to evaluate and demonstrate quality in meeting their objectives. Standards used to measure program performance should include criteria for evaluating faculty strength and student achievement and placement. Programs also should be able to evaluate and demonstrate their ability to meet distinctive program objectives.

3. Graduate programs should be of sufficient size and scope to ensure program viability and should be supported by adequate physical, fiscal, and personnel resources to achieve program objectives. (January 1996)

Admission, Objectives and Curriculum

4. The program's objectives should be clearly identified and related to the institution's mission and priorities. Where possible, a program should seek to capitalize upon unique institutional strengths, make distinctive contributions, and support other undergraduate and graduate programs. Program objectives should address the educational goals of students and the variety of career opportunities available to them.

5. The curriculum should provide course work and other experiences at a level that is significantly more advanced than would be characteristic of an undergraduate program, giving students opportunities for discovery, transmission, integration, and/or

application of the scholarship of their discipline appropriate to the program objectives. Program requirements should be clearly structured to achieve those objectives. Distinctive features of the program that represent special strengths should be highlighted, and curricular linkages with other programs developed, as applicable.

6. Graduate programs should admit students whose educational goals match program objectives and whose background and academic preparation indicate that they can successfully complete all program requirements. Programs should strive to achieve and maintain diversity among their students. Results of completion and time-to-degree studies, graduate placements, and other data and information should be used to evaluate admission policies and ascertain how well student outcomes match program objectives. These studies should include examination of the placement and achievement of foreign student graduates in relation to program objectives.

7. A central responsibility of graduate education at all levels is preparation for careers. One of the major purposes of master's education is preparing students for professional practice. In fulfilling this responsibility, programs should ensure that students receive the appropriate mix of academic preparation and introduction to professional standards for practice. At the doctoral level, program preparation should be responsive to the types of positions that graduates assume. Doctoral students preparing for non-academic positions should have opportunities for externships, when appropriate, as well as coursework and experiences that develop the skills and abilities needed for research in the private sector. Doctoral students preparing for academic positions should have opportunities to develop teaching skills and to consider broad issues associated with professional and teaching practices. Given the importance to the state of high standards of professional practice, the Board of Higher Education and colleges and universities should ensure that appropriate programs are available to part-time and place-bound students, and should use different educational formats, such as distance-learning, to meet the diverse educational needs of students. (January 1996)

Faculty and Scholarship

8. The background, areas of expertise, and skills of graduate faculty should be consistent with and strengthen program design and objectives. Faculty expertise should advance teaching and research objectives and should include expertise in the scholarship of discovery, pedagogy, application, and integration, with the degree of emphasis in each scholarship area appropriate to the objectives of a given program and an institution's mission. Faculty should also be prepared to serve as advisers and mentors of graduate students.

9. One of the major purposes of graduate education, especially at the doctoral level, is the production and advancement of knowledge through scholarly activity. Institutions should monitor their graduate programs to ensure that research is of high quality and makes appropriate contributions to the discipline, university, and society, as well as enriching classroom instruction at the undergraduate and graduate levels. A program's research focus should support its major objectives and the institution's mission. Thus, programs that are preparing students to assume non-academic positions and/or academic positions at primarily teaching institutions should ensure that research preparation is broadly focused and adequately prepares students for future career roles. (January 1996)

Policy Source

Graduate Education Policies for Illinois Higher Education (Jan 1997)

Additional References

1. *Graduate Education in Illinois Higher Education: A Reexamination of Practice and Policy* (January 1996)
2. *Graduate Education at Illinois Public Universities: Recent PQP and Doctoral Review Actions* (November 1997)

Related Sections of 2003 Compiled Master Plan Policies

Chapter 2, Section I. E. Research

Summary of Policy Sources on Expectations and Quality

1. *Undergraduate Education: Report of the Committee on the Study of Undergraduate Education* (September 1990)
2. *Graduate Education Policies for Illinois Higher Education* (July 1997)
3. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)
4. *National Report Card – Next Steps* (February 2001)
5. *All Faculty Matter! A Study of Nontenure-Track Faculty at Illinois Public Colleges and Universities* (April 2002)
6. *Quality Assurance and Accountability* (February 2003)

VI. PRODUCTIVITY AND ACCOUNTABILITY
***The Illinois Commitment* Goal 6**

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

The Priorities, Quality, and Productivity (PQP) initiative provides the foundation for *The Illinois Commitment*. Although some institutions used PQP more effectively than others, colleges and universities strengthened quality, enhanced distinctiveness, and improved flexibility. On most campuses, the elimination of lower priority programs and activities is no longer a radical idea but a necessary strategy for now and the future. Institutions refined their own priorities and aligned them more closely, more consciously, with statewide priorities. PQP was the right thing to do and the right time to do it. It is now time to build on PQP and pursue an agenda that focuses on the needs of the state and its citizens, employers, and communities.

Because of the PQP initiative, Illinois colleges and universities are well positioned to pursue aggressively the goals of *The Illinois Commitment*. Each college, university, and system will identify the best ways it will contribute to the goals, and will reallocate resources from activities of lesser priority.

Actions

- Build new programs upon distinctive strengths of individual colleges and universities and partnerships among institutions.
- Support new programs and services and improve quality through internal reallocation and cost savings, as well as through state support and tuition and fees.
- More creatively use existing facilities, new technologies, and partnerships among institutions to expand access and quality.
- Continuously streamline and improve the efficiency and responsiveness of administrative and support functions.

Results and Accountability

- Reallocation of base budgets from lower to higher priority programs and services will be expected and reported annually. Such reallocations should exceed one percent of the base budget.
- Specific objectives, expected results, and accountability measures will accompany any request for new resources, either from the state or from students.
- New state resources will be allocated by institutions to activities that support statewide goals, productivity, and cost-effectiveness.
- Colleges and universities will identify their contributions to achievement of statewide goals and productivity improvements, and annually report specific evidence of their accomplishments.

Policy Source
The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999)

A. PRODUCTIVITY

In order to improve the quality, cost effectiveness, and accountability of Illinois higher education ~~in the 1990s~~, the following steps should be taken:

- The Board of Higher Education should assure that its processes for budget development, program approval, and program review facilitate achieving the goals and policy objectives of higher education.

- Each college and university should examine and, if necessary, reformulate its goals and objectives to assure that they are consistent with state-level goals and policy objectives as well as the strengths of the campus. Colleges and universities also should assure that their planning, management, and decision-making processes are structured to achieve goals and policy objectives.

- The Board of Higher Education and colleges and universities should cooperatively determine the kinds of data that will enable Illinois higher education to report about its performance with respect to its goals and policy objectives. Such a determination also should include the elimination of current data reporting requirements that are no longer needed. (May 1990)

- ~~Each college and university should prepare an annual report for its students, prospective students, and parents about student success and satisfaction with the institution.~~

- ~~Each college and university should prepare an annual report for both its campus community and state officials about the institution's performance with respect to its goals including efforts to improve the quality and cost effectiveness of its programs and services.~~

- ~~The Board of Higher Education should prepare an annual report for the public about the condition and performance of higher education with respect to its goals. (May 1990)~~

The Board of Higher Education reaffirms its commitment to reinvesting in its highest priorities: the improvement of undergraduate teaching and learning, minority student achievement, workforce preparation, affordability of higher education, and competitiveness of faculty and staff salaries. Continuing reinvestment must come from strengthening each institution's distinctive focus, setting priorities in concert with this focus, and enhancing the quality of priority programs and services. A willingness to actively eliminate or consolidate programs and services of lower quality or lower priority in relation to the institution's mission is essential to providing the resources for reinvestment in these priorities. (May 1990)

Policy Source
Scope, Structure, and Productivity of Illinois Higher Education (May 1990)

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B. PERFORMANCE INDICATORS

The Illinois Board of Higher Education accepts the recommendations of the Performance Indicator Advisory Committee presented in the Committee's final report including: the recommendations on specific statewide and common institutional indicators to assess progress toward meeting Goals 1 – 6 of *The Illinois Commitment*; the recommendations on implementation-related issues; and, the recommended timeline for implementation. Staff is directed to begin implementation of these recommendations. (February 2003)

1. Principles

Developing a set of performance indicators is a critical part of further implementation of The Illinois Commitment, and also complements the comprehensive system of accountability mechanisms that have been developed for Illinois' system of higher education over time. In December 2001, the Illinois Board of Higher Education (IBHE) approved a proposed methodology and process regarding the development and implementation of a set of performance indicators to help assess how well Illinois' system of higher education is meeting the six major goals of this plan. The methodology and process are based on several guiding principles, including the following:

- *The indicators will be directly linked to the goals of The Illinois Commitment.*
- *There will be three levels of indicators: statewide indicators related to Illinois' overall system of higher education; "common" indicators for all institutions; and mission-specific indicators related to each institution's unique role and mission within the state's system of higher education.*
- *The indicators will be developed using existing/established data sources, measures, and reporting activities to the extent possible. Further, all efforts will be made to streamline related measures and reporting activities.*
- *The total number of indicators will be minimized to the extent possible.*
- *The statewide and "common" institutional indicators will be developed through a highly consultative process, involving the IBHE and members of the Illinois higher education community.*
- *Each institution will have responsibility for developing and proposing its own goals for each "common" and mission-specific institutional indicator.*
- *The performance indicators selected will remain in place for several years to allow institutions to identify, implement, and evaluate outcomes and improvement strategies.*
- *The performance indicators selected will continue to be refined in coming years.* (December 2001)

2. Policy Framework

~~*As described earlier,*~~ *The* ***statewide indicators*** *will pertain to the performance of Illinois' system of higher education as a whole, the common institutional indicators will be a common set of measures reported by all institutions, and the mission-specific indicators will be related to each institution's unique role and mission within the state. All three types of indicators will have a direct linkage to the goals of The Illinois Commitment.* ~~*Figure 1 illustrates the indicator*~~ *framework.*

The reporting for statewide indicators will focus on aggregate measures at the state and/or sector levels (i.e., state and/or sector totals or averages), while the reporting for common institutional indicators and mission-specific indicators will focus on the institution as the "unit of analysis." IBHE staff will have reporting responsibility for the statewide indicators while institutions will have reporting responsibility for the common institutional indicators and mission specific indicators. Both the common and mission-specific institutional indicators will be included in each institution's annual results report (institutions were requested to identify a limited number of mission-specific performance indicators as part of their 2002 results report submission.) The common institutional indicators, along with the statewide indicators, will be integrated as part of the statewide results report presented to the IBHE each year. At the same time, the implementation of these performance indicators likely will result in unforeseen challenges (technical and other), particularly in the early years of reporting. As such, it should be understood and accepted at the outset that this effort will require ongoing refinement as the IBHE and Illinois higher education community develop a base of experience with performance indicator reporting. (February 2003)

Policy Source

1. *Establishing Performance Indicators to Assess Progress in Meeting the Goals of the Illinois Commitment* (December 2001)
2. *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations* (February 2003)

C. Results Report

The Illinois Commitment: Partnerships, Opportunities, and Excellence *requires higher education institutions and agencies to report annually on their contributions to achieving the six statewide goals: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. The reports afford each institution and agency an opportunity to identify:*

- *The contributions it is making currently and intends to make in the future toward achieving the state goals,*
- *The specific results it has already achieved or expects to achieve in the short term, and*
- *The specific performance measures for which it will be held accountable in the future.* (October 2002)

[The annual *Statewide Results Report*] *highlights progress and unfinished business in fulfilling the goals of The Illinois Commitment. The report documents achievements, identifies*

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shortcomings, cites best practices, and points to challenges that must be overcome to further improve Illinois higher education. The Illinois Commitment *guides colleges and universities, and state policy-makers on aligning policies and practices with public priorities.* (December 2002)

D. PUBLIC UNIVERSITY ANNUAL OPERATING BUDGET REVIEW, APPROVAL, AND OVERSIGHT

The following steps are intended to further enhance existing internal and external accountability systems. The steps promote full disclosure of budgetary information, thus promoting further accountability within the independent powers and duties of institutional governing boards.

- *Beginning with the fiscal year 2005 budget, each public university Board of Trustees shall approve annually a proposed budget for the upcoming fiscal year. The proposed budgets shall be approved prior to July 1 and represent preliminary/estimated spending plans. The proposed budgets shall:*

  - ✓ *Reflect all university revenue sources available to support operating expenses during the fiscal year. At a minimum, fund source categories shall include: State Appropriated Funds, University Income Funds, and All Other Non-Appropriated Funds.*

  - ✓ *Be presented by object of expenditure and by fund source. The objects of expenditure categories presented within the proposed operating budget shall be consistent with those outlined in the State Finance Act for higher education institutions (e.g., Personal Services, Contractual Services, Equipment).*

  - ✓ *Southern Illinois University and the University of Illinois shall present the proposed budget by campus and for the central administrations.*

- *Prior to October 1, 2003, the Board of Trustees shall approve an official budget for fiscal year 2004 including the elements listed above and any additional information required by the Board of Trustees. In subsequent years, the Board of Trustees shall annually approve an official operating budget including the elements listed above and any additional information required by the Board of Trustees prior to October 1.*

- *Copies of the proposed budgets and official budgets referenced above shall be made available to the Illinois Board of Higher Education and the Governor's Office.*

- *Institutions shall keep boards of trustees apprised of state budget activity throughout the year, including information on the Illinois Board of Higher Education's budget recommendations, the Governor's budget, and other legislative activity concerning the state budget.*

Policy Sources

1. *Presentation of Annual Results Reports* (October 2002)
2. *Statewide Results Report* (December 2002)

Summary of Policy Sources for Accountability and Productivity

1. *Scope, Structure, and Productivity of Illinois Higher Education* (May 1990)
2. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* (February 1999)
3. *Establishing Performance Indicators to Assess Progress toward Meeting the Goals of the Illinois Commitment* (December 2001)
3. *Presentation of Annual Results Reports* (October 2002)
4. *Statewide Results Report* (December 2002)
5. *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations* (February 2003)
6. *Recommended Actions to Expand and Enhance Public University Annual Operating Budget Review, Approval, and Oversight (*August 2003)

Illinois Board of Higher Education
Chapter 1 – Roles and Responsibilities

SECTION I - INTRODUCTION AND OVERVIEW

Policy Sources

1964	June	*A Master Plan for Higher Education*
1976	Feb	*A Master Plan for Postsecondary Education in Illinois*

Reference

1995	July	*Transitions in Illinois Higher Education*

Historical Master Plans and Policies

1966	Dec	*A Master Plan--Phase II for Higher Education in Illinois*
1971	May	*A Master Plan--Phase III for Higher Education in Illinois*
1980	July	*A Master Plan for Postsecondary Education in Illinois*
1989	July	*Master Plan Policies of the Illinois Board of Higher Education* (Compilation)
1990	May	*Master Plan for Illinois Higher Education* (Compilation)
1991	Sept	*Master Plan for Illinois Higher Education* (Compilation)
1992	Nov	*Priorities, Quality, and Productivity of Illinois Higher Education Recap of 1991-92 and Plan for 1992-93*
1993	Nov	*Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1992-93 and Recommendations for 1993-94*
1994	Nov	*Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1994-95*

SECTION II - ILLINOIS HIGHER EDUCATION

Policy Sources

1976	Feb	*A Master Plan for Postsecondary Education in Illinois*
1994	Jan	*Focus Statements for Illinois Public Universities*
1997	Jan	*New Units of Instruction for Public Universities*
1999	Oct	*Capital Scholars Program at the University of Illinois at Springfield*
2000	Feb	*Recommendation Concerning Adult Education: Report on House Resolution 304*
2001	Dec	*Improving Illinois' Educator Workforce: A Report to the Illinois General Assembly Prepared by the Joint Education Committee in Response to House Resolution 250*
2002	April	*Authorization to Establish a School of Pharmacy and Offer the Doctor of Pharmacy Degree at Southern Illinois University Edwardsville*

Reference

1993	May	*Statewide Higher Education Policies and Priorities for Illinois Private Colleges and Universities*

SECTION III – COORDINATION

Policy Sources

1992	Jan	*Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities*
1997	Nov	*Endorsement of the Higher Education Technology Task Force Report and Next Steps*
1997	Oct	*The Illinois Century Network: New Dimensions for Education in Illinois, Higher Education Technology Task Force*
1998	Dec	*An Implementation Plan for the University Center of Lake County: A Committee Report*
1999	June	*Redesign of Program Processes: A Shared Responsibility*
2001	April	*Study of the Educational Needs of East St. Louis: Summary and Recommendations*

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References

1998	Sept	*Illinois Higher Education in the 21st Century: Identifying and Responding to the Educational Needs in Lake County: A Committee Report*
2000	May	*The Location of the University Center of Lake County: A Committee Report*
2001	June	*Distance Learning Status Report*
2001	June	*Program Approval Standards and the Challenge of Distance Learning*

Historical Policy Statements

1984	May	*Revisions to Board of Higher Education Policies Related to Review and Approval of Off-Campus Programs of Public Universities, Independent Colleges and Universities, and Out-of-State Institutions*

SECTION IV – APPROVAL AND REVIEW OF PUBLIC INSTITUTIONS' PROGRAMS

Policy Sources

1976	Feb	*A Master Plan for Postsecondary Education in Illinois*
1992	Jan	*Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities*
1997	July	*Revised Policies for the Approval and Review of Off-Campus and Distance Learning Degree Program*
1997	July	*Revised Policies for the Approval and Review of Off-Campus and Distance Learning Programs*
1998	Oct	*New Approaches to Program Approval and Review*
1998	Sept	*Shared Coordination and Accountability*
1999	June	*Redesign of Program Processes: A Shared Responsibility*
2002	April	*Redesign of Public Institution Academic Program Approval and Review Processes*

References

1997	July	*Distance Learning: Framework for a Comprehensive Consumer Information System*
1999	June	*Proposed Amendments to Rules for Program Approval for Public Institutions*
2000	Aug	*Update on the Redesign of Academic Program Review*
2001	April	*Report to the General Assembly in Response to House Resolution 19 (2 Parts)*
2001	June	*Program Approval Standards and the Challenge of Distance Learning*
2001	June	*Distance Learning Status Report*

Historical Policy Statements

1976	Jan	*Staff and Commission of Scholars' Responsibilities in the Review of Proposals for New Doctoral Programs*

SECTION V - BUDGET RECOMMENDATIONS

Policy Sources

1976	Feb	*A Master Plan for Postsecondary Education in Illinois*
1979	Oct	*Recommendations of the Committee to Study Community College Finance*
1980	July	*Enrollment Targets for State Universities in Illinois*
1984	Nov	*State Support for Auxiliary Enterprise Employee Benefits*
1988	Dec	*Public University Tuition and Fee Policies*
1999	Feb	*Refocusing Higher Education Budget Development*
2002	Aug	*Noninstructional Capital Project Guidelines*

Reference

1998	Sept	*Recruiting and Retaining Critical Faculty and Staff*

Historical Policy Statements

1983	Oct	*A Progress Report on Energy Consumption and Conservation in Illinois Public Universities and Community Colleges*

SECTION VI – GRANT ADMINISTRATION

Policy Source

2001	Feb	*Grant Program Realignments and Implementation*

Section VII – Authorization of Independent Institutions

Policy Source

2002	April	*Proposed Legislation to Prohibit the Use of Fake Degrees*

Reference

2002	Feb	*Review of Program Approval Statutes: The Private College Act and the Academic Degree Act*

SECTION VIII – INFORMATION SYSTEMS

Policy Sources

1998	July	*An Internet-Based Higher Education Consumer Information System*
2001	Aug	*Gateway to Success: Rethinking Access and Diversity for a New Century. Report of the Committee on Access and Diversity*

Reference

1997	July	*Distance Learning: Framework for a Comprehensive Consumer Information System*

SECTION IX - OTHER

Policy Sources

1986	Sept	*A Report on Public University Presidents' and Chancellors' Residences*
1987	May	*Illegal Drugs on Campus: Response to Senate Resolution 1157*

ILLINOIS BOARD OF HIGHER EDUCATION
CHAPTER 2 – THE ILLINOIS COMMITMENT

SECTION I – GOALS FOR ILLINOIS HIGHER EDUCATION

Policy Sources

1990	May	*An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, Accountability in the 1990s, Report of the Committee on Scope, Structure and Productivity of Illinois Higher Education*
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*

SECTION II – ECONOMIC GROWTH

Policy Sources

1976	Feb	*A Master Plan for Postsecondary Education in Illinois*
1983	April	*Implementation Measures for Higher Education's Role in Economic Development*
1993	Sept	*Policy Recommendations for Health Professions Education*
1994	Mar	*Policy Recommendations on International Education*
1996	May	*Strengthening Workforce Preparation: A Collaborative Action Plan*
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*
2000	Oct	*Status Report on Information Technology Workers*
2003	Oct	*Report from the Committee to Review Health Professions Education Programs*

References

2001	Aug	*Dental Education Study Status Report*
2002	Feb	*Report on Dental Education: A Report to the Illinois General Assembly in Response to House Resolution 334 Phase II*
2002	June	*Academic Program Development in the Context of Workplace Shortages*

Historical Policy Statements

1968	June	*Education in the Health Fields for the State of Illinois, Volumes I and II*
1974	July	*Recommendations of the Committee on Nontraditional and Cooperative Programs*
1981	Nov	*An Assessment of Progress Since 1968 in Education for the Health Professions*
1982	Jan	*Report on Dental Education*
1982	Sept	*Staff Recommendation on the Medical Education Committee Report*
1985	Jan	*Recommendations for Engineering Education in Illinois*
1991	Nov	*Recommendations of the Committee to Study Preparation of the Workforce*
1998	July	*Workforce Preparation Issues in Information Technology*

SECTION II – TEACHING AND LEARNING

Policy Sources

1985	July	*Priorities for Higher Education Initiatives for Better Schools*
1990	Sept	*Undergraduate Education: Report of the Committee on the Study of Undergraduate Education*
1990	Sept	*Undergraduate Education: Report of the Committee on the Study of Undergraduate Education*
1994	Sept	*Policies on Transfer and the General Education Core Curriculum*
1997	May	*Undergraduate Education: Policies on Transfer and Articulation*
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*
2000	June	*The Prairie State Achievement Examination: An Endorsement and Recommendation*
2000	Oct	*Update on P-16 Partnership*
2001	Oct	*Improving College Readiness in Illinois: Philosophy and Agenda for Student Success*
2001	Oct	*Success for Today's Students: A Report to the Illinois Board of Higher Education by the Commission on Persistence and Degree Completion*
2002	Feb	*Teacher Preparation and Competency*

References

2000	Oct	*Investing in the Future: College Readiness in Illinois*
2001	Oct	*Implementation of the Report on Access and Diversity: Development of Annual Report on Readiness for College and Work*

Historical Policy Statements

1985	Nov	*Minimum Preparation and Admission Requirements for Baccalaureate Degree Programs*
1986	Sept	*Undergraduate Education: (A) Report of the Committee on the Study of Undergraduate Education; (B) Implementation of the Recommendations on Undergraduate Education*
1989	Mar	*Public College and University Admission Requirements*
1990	Jan	*Board of Higher Education Response to Public Act 86-986 [Admission Requirements]*

SECTION III – AFFORDABILITY

Policy Sources

1988	Dec	*Public University Tuition and Fee Policies*
1994	Nov	*Committee to Study Affordability: Report to the Board of Higher Education*
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*
2001	Aug	*Proposed Changes to Student Fee Policies*
2003	Aug	*Report and Recommendations of the Committee on Affordability*

Historical Policy Statements

1988	July	*Staff Recommendations on the Report of the Joint Committee on the Study of Student Financial Aid*

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1991	Jan	*Recommendation for a Cooperative Work Program*

SECTION IV – ACCESS AND DIVERSITY

Policy Sources

1976	Feb	*A Master Plan for Postsecondary Education in Illinois*
1985	July	*Priorities for Advancing Minority Participation in Higher Education*
1986	May	*Procedures for Reports on Specific Student Groups in Illinois Higher Education*
1988	May	*Staff Recommendations on Report of the Joint Committee on Minority Student Achievement*
1990	July	Resolution on Sexual Harassment (*Minutes* of Board Meeting)
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*
2001	Aug	*Gateway to Success: Rethinking Access and Diversity for a New Century, Report of the Committee on Access and Diversity*
2001	Dec	*Policies Concerning Students Called to Active Military Service*
2002	Aug	*Opportunities for Leadership: Strategies for Improving Faculty Diversity in Illinois Higher Education*

References

2000	Oct	*Increasing Educational Attainment*

SECTION V – EXPECTATIONS AND QUALITY

Policy Sources

1997	Jan	*Graduate Education Policies for Illinois Higher Education*
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*
1999	Feb	*P-16 Partnership for Educational Excellence: Illinois State Board of Education, Illinois Community College Board, and Illinois Board of Higher Education*
2001	Feb	*National Report Card – Next Steps*
2002	April	*All Faculty Matter! A Study of Nontenure-Track Faculty at Illinois Public Colleges and Universities*
2003	Feb	*Quality Assurance and Accountability*

References

1996	July	*Graduate Education in Illinois Higher Education: A Reexamination of Practice and Policy*
1997	Nov	*Graduate Education at Illinois Public Universities: Recent PQP and Doctoral Review Actions*
2002	June	*Putting Students First: Assessing Mastery of Student Learning*

Historical Policy Statements

1984	Sept	*Doctoral Programs in Illinois Universities*

SECTION VI – ACCOUNTABILITY AND PRODUCTIVITY

Policy Sources

1990	May	*An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, Accountability in the 1990s, Report of the Committee on Scope, Structure and Productivity of Illinois Higher Education*
1999	Feb	*The Illinois Commitment: Partnerships, Opportunities, and Excellence*
2001	Dec	*Establishing Performance Indicators to Assess Progress in Meeting the Goals of The Illinois Commitment*
2002	Oct	*Presentation of Annual Results Reports*
2002	Dec	*Statewide Results Report*
2003	Feb	*Establishing Performance Indicators to Assess Progress in Meeting the Goals of The Illinois Commitment: Final Recommendations*

2003 Aug *Recommended Actions to Expand and Enhance Public University Annual Operating Budget Review, Approval, and Oversight*

Historical Policy Statements

1997 Nov *Priorities, Quality, and Productivity Initiative: Summary and Assessment of 1996-97 and Recommendations for 1997-98*

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